St. Paul's School Calendar

(Events at Concord, N.H., unless otherwise noted)

April 18, Thursday through April 20, Saturday
Conroy Fellow: S. Dillon Ripley, '32, Secretary, Smithsonian Institution

May 17, Friday through May 19, Sunday
Spring Dance Weekend

May 25, Saturday

May 31, Friday through June 2, Sunday
Hundred and Twelfth Anniversary

May 31, Friday through June 7, Friday
Final Examinations

June 8, Saturday Last Night
June 9, Sunday Graduation
June 23, Sunday Advanced Studies Program begins

Aug. 3, Saturday Advanced Studies Program ends

Sept. 17, Tuesday New Boys arrive
Vol. 48 No. 1

SPRING 1968

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The Cover: Schoolhouse-bound along the five-year-old access road below the Rectory, boys pass this newest glimpse of a permanent landmark. Left, the Rectory; center, the Chapel; right, Twenty House.

Dear Alumni:

It is an important part of our program at St. Paul’s to introduce important men to the boys.

Year after year we enjoy the visits of Conroy Fellows who come to the School for just one purpose, to permit boys to meet them, to see them and to associate with them in casual as well as more formal ways. The Fellows represent a wide variety of occupations, interests and professions, and are representative of no one point of view. What they have in common, and the reason we seek them out, is their unique distinction and maturity and their different backgrounds of experience.

This past winter term was enlivened by a procession of Presidential candidates, who were extraordinarily distinguished individuals of diverse political positions, and they proclaimed their views with clarity, considerable charm and general intelligence. New Hampshire’s early Primary is a happy opportunity for St. Paul’s School, in that live, active and often noteworthy politicians can be seen and heard in person.

We also invite to the School and enjoy visiting preachers, specialists, and individuals who speak to some of the numerous problems our society spawns in ever widening perplexities.

All of these visitors are brought to the School to enable boys to develop their sensitivity to what is going on in the world and, more important, to enable them to see and touch and hear some of the truly great citizens who have led our Country in business, politics, the arts and the professions—many of whom are frankly learned, without apology.

Years ago, Mr. Dean Acheson, himself a Conroy Fellow at one time, wrote that one of the most meaningful experiences of his entire life was in his boyhood days when he shook hands with Theodore Roosevelt. Doubtless most of us, looking back on our youth, can recall the deep impact and sometimes the thrill of coming under the direct influence of older people, who perhaps in small or insignificant ways communicated something of their maturity and even greatness to us. Such experiences are vital to youth and many boys may not achieve them, unless the homes from which they come are uniquely fortunate, or unless the individual boy happens to have such an experience through youthful brashness or just plain good luck.

Youth must have, and always needs, a vertical view of life and perhaps
youth needs it more in our day than ever before. To associate with their own age group is usually good for young people, but this is essentially a horizontal view or experience of life. Only association with older people and, where possible, with remarkable older people can give to young people a vertical view of what the world is all about and will demand of them. We learn much from each other in our daily work and play, but for tall growth, for inspiration and stimuli of pertinent value, students deserve to meet and shake hands with the best people our time can produce. We believe our students deserve the company of distinguished adults if they are to aspire to a vocational height commensurate with their good individual gifts.

We will look forward with pleasure to the visit of many of you at Anniversary time, to add your adult “vertical” to so much youthful “horizontal” here.

Faithfully yours,

March 20, 1968 Matthew M. Warren

The School in Action

IT HAS BEEN difficult for those of us who live at the School to keep up with all that has been going on during the past Winter Term.

This particular election year has stirred up a lot of interest. The Winant Society has been busy with meetings and mock Republican and Democratic conventions. Two boys have been working in Concord at campaign headquarters, as part of an Independent Study Project on the New Hampshire primaries. Political articles have appeared in the Pelican and more are to come.

An added stimulus has been the visits to the School of four candidates: William Evans, mayor of Wycoff, N. J., Senator McCarthy, Governor Romney, and former Vice-President Nixon, complete with retinues of managers, aides and reporters. These men talked to capacity audiences, and reporters and candidates alike were impressed by the quality of the questions asked by boys from the floor.

In February, the History Department sponsored a talk by Mr. Tran Van Dinh, Vietnamese journalist and former diplomat, who gave a frank presentation of his views on the U. S. involvement, from the point of view
of a Buddhist.

The Conroy Fellow for this term was Mr. Arthur M. Schlesinger, Jr. His articulate analysis of the world situation stimulated many questions during the two days of his visit. As an article in the Pelican stated, “Current affairs are receiving more than token coverage this term at SPS.”

A non-political visitor, reminding us of an almost forgotten aspect of man’s relationship with nature, was Mr. Euell Gibbons, specialist in ecology at the Hurricane Island Outward Bound School on the Maine coast. He gave an illustrated talk on man’s ability to survive on wild, edible plants.

Concerts and romp

In the realm of music, we had a Sunday afternoon concert in the new Hargate auditorium, given by the Brink-Pinkham duo of violin and harpsichord. The band and glee club gave a short concert on a Saturday night before the movie in Memorial Hall. The enlarged and refurbished Hargate common room was used for two informal recitals by the boys, featuring piano solos, a brass ensemble, a cello solo, and the unusual combination of kettle drums with piano accompaniment.

On Sunday, March 3rd, a setting by the School organist, Mr. Robert Powell, of the new “trial” liturgy was sung in the Chapel, accompanied by brass and kettle drums. On March 9th, the Glee Club and Band are scheduled to perform at Abbot Academy.

And finally, of course, Dance Weekend, with its talent show and romp, enlivened mid-February with a wide assortment of musical talent of a less classical but more popular nature.

Professor Finley of Harvard was recently quoted as saying, in effect, that in an academic community the students keep the mature members young while the teachers help the young to mature. In these days, when the young have to mature fast if they are to cope with the world, the School is making conscious efforts to help them do so.

Continuing the program of Case Studies, developed in recent years under the guidance of leaders from the Harvard Business School, masters and Sixth Formers met together in discussion groups, February 17-18. Discussion of cases, which are based on actual disciplinary problems at anonymous schools, has been useful in helping both men and boys develop more mature judgment. Sex education, stemming from the visit of Dr. Mary Calderone as a Conroy Fellow...
last year, has been established as a continuing program. As a corollary to a seminar on drugs held at the School last fall, Fifth and Sixth Formers are meeting on two weekends this March for a seminar on the problems of alcohol.

Debates; "Mish" work

There has been increased activity in debating. Whereas three years ago the School had only one outside debate, this year there will have been five, two of them with girls' schools. In addition to the "varsity" debaters, it has been possible to field a second team of "novices."

Interested boys from the Missionary Society continue to work with the Concord Boys Club one night each week, as well as at the Concord and State Hospitals on Sunday afternoons. Just before the spring vacation, the Society will stage a drive to collect books for negro children in the South who are not permitted to use public libraries. Another project of particular interest is the gift of one thousand dollars, from Missionary Society funds, to the library at the Anglican Center in Rome, in memory of the Reverend Warren Jackson of the Sacred Studies Department. Just such a gift was the last request made of the Society by Mr. Jackson shortly before his death.

Art exhibits; Drama

The new Art Center in Hargate has proved to be not only an attractive addition but a useful one. We have enjoyed a succession of colorful and interesting shows of contemporary art in the gallery. The common room, and particularly the new auditorium, have been constantly used for receptions, musical recitals, art lectures, films and meetings of various sorts. All this has given a cultural lift to the life of the School, in an exceedingly pleasant setting.

As this report goes to press, Winter Term dramatics are in full swing. The Sixth Form has just given its annual show, an extravaganza of satirical skits with flashes of originality, that included a bit of everything, humor high and low, color and music: a pot-pourri that becomes a miracle of organization during the last week of feverish preparation, and receives its reward from the reactions of a large and enthusiastic audience. The House play competition for the Fiske Cup, with the finals set for March 12th, fills up most of the evenings of the last week of term.

Prodigious energy

When one thinks that the above activities, plus all the other extra-curricular societies, are merely on the periphery of the intense academic work of the School and a full program in five different sports, one can be impressed by the prodigious amount of energy expended in the course of a single term.

We played over fifty-five varsity games this winter. In addition, there were interscholastic contests in skiing and squash, three Lower School hockey games with Concord Bantam teams, and three outside games for all-star Club hockey teams. Finally, the Delphians, who won in first team Club hockey, played a game with Wincendon, while the Old Hundreds, winners in Club basketball, played a Middlesex team. This adds up to about sixty-five outside games for School teams.
during the Winter Term, not counting, of course, Club contests. Most of our teams had an average to poor record, the one exception being the ski team, which had the only winning season and placed fifth out of sixteen schools in the interscholastics.

The 1959 spring issue of the *Alumni Horae* carried a break-down of the number of boys in each winter sport. A comparison with the figures for this year shows the following:

<table>
<thead>
<tr>
<th>Sport</th>
<th>1959</th>
<th>1968</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hockey</td>
<td>329</td>
<td>252</td>
</tr>
<tr>
<td>Skiing</td>
<td>11</td>
<td>33</td>
</tr>
<tr>
<td>Squash</td>
<td>42</td>
<td>37</td>
</tr>
<tr>
<td>Basketball</td>
<td>23</td>
<td>60</td>
</tr>
<tr>
<td>Boxing</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Wrestling</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Excused (health)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Special projects</td>
<td>10</td>
<td>37</td>
</tr>
</tbody>
</table>

Skiing and basketball have grown at the expense of hockey. The larger number excused from athletics to work
on a special project is due largely to the new Independent Studies Program in the Sixth Form. (See pages 11-17)

One athletic season follows another almost without a break. There is practically no “slush season” any more. Already the cage is full of lacrosse and baseball players, while the oarsmen work out on the machines.

**Broadside overflows**

A sign of the general increased activity of the School is the fact that the regular calendar of events, the annual “Broadside”, can no longer keep up with them and is now supplemented by a weekly mimeographed sheet, posted in all the houses and distributed in faculty mailboxes.

All of this activity is far from routine and uncritical. One is impressed with the mature concern on the part of many boys, not only in what is going on in the world around us, but in the ever changing life of the School community. The Council has made suggestions for changes in the Conroy Fellow program. A special Council committee has been meeting to consider ways of improving academic life at the School. Editorials in the *Pelican* tackle the problem of the “increasingly competitive routine” of school life, and call for more free time in which a boy may grow as an individual. The athletic set-up, already much modified over the original Club system, has come under fire with a request for a junior varsity program.

The School is very much alive, with a thoughtful and persistent participation on the part of the boys, to make their life here a more meaningful and satisfying experience.

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**Winter Sports**

*A Summary of Winter Sports and Scores:*

**Hockey**

In the Christmas Game, played at Madison Square Garden, December 20, 1967, Middlesex School consistently outclassed the SPS Team, to win by a score of 5-1. From the proceeds of the game, the St. Paul's School Advanced Studies Program has received a contribution of $3,491.86.

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Score</th>
<th>Team 2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPS: 5</td>
<td>Concord High: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middlesex: 5</td>
<td>SPS: 1 (N.Y. game)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deerfield: 4</td>
<td>SPS: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noble &amp; Greenough: 6</td>
<td>SPS: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Mark's: 6</td>
<td>SPS: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPS: 6</td>
<td>Milton: 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dartmouth: 19</td>
<td>SPS: 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hebron: 5</td>
<td>SPS: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exeter: 3</td>
<td>SPS: 2 (overtime)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belmont Hill: 9</td>
<td>SPS: 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Browne & Nichols: 3—SPS: 2
Yale: 3—SPS: 1
SPS: 7—Gov. Dummer: 1
Andover: 6—SPS: 1

Kimball Union: 5—SPS: 0
SPS: 8—Brooks: 2
Middlesex: 6—SPS: 1

First teams: Delphian
Second teams: Old Hundred
Third teams: Isthmian

Fourth teams: Old Hundred
Fifth teams: Isthmian

Basketball

Berwick: 63—SPS: 54
Winchendon: 63—SPS: 39
Milton: 56—SPS: 52
SPS: 77—Lawrence: 46
SPS: 63—St. Mark’s: 51
SPS: 59—Brooks: 54
Groton: 50—SPS: 40

SPS: 52—Rivers: 49
SPS: 58—Noble & Greenough: 56
SPS: 65—Belmont Hill: 46
SPS: 58—Gov. Dummer: 57
Browne & Nichols: 65—SPS: 47
Middlesex: 69—SPS: 46
Roxbury Latin: 65—SPS: 45

Club Series

First teams: Old Hundred
Second teams: Old Hundred

Club Squash

SPS: 3—Harvard: 2
Milton: 3—SPS: 2
Dartmouth: 6—SPS: 1
SPS: 3—Brooks: 2
Andover: 5—SPS: 0
Brooks: 7—SPS: 2
Middlesex: 5—SPS: 2

Exeter: 3—SPS: 2
Andover: 5—SPS: 0
Deerfield: 4—SPS: 1
Middlesex: 6—SPS: 1
SPS: 5th in Interscholastics
M.I.T.: 6—SPS: 1
Groton: 3—SPS: 2

Senior champion: D. F. Gordon
Junior champion: R. L. von Stade

Club squash: Isthmian
Supervisors’ Cup: Simpson House
Andover: 191.58—SPS: 189.84—SPS: 194.0—Andover: 189.4—
Proctor: 171.11 (Nordic) Proctor: 157.3 (Alpine)
SPS: 190.9—New Hampton: 182.9
(Nordic) SPS: 196.81—Dublin: 184.31
Deerfield: 190.6—SPS: 187.37
(Nordic) Tilton: 193.1—SPS: 188.3—
SPS: 96.0—Holderness “B”: 94.0
SPS: fifth out of six, in Kimball SPS: 196.57—Holderness “B”:
Union Carnival 187.34 (Nordic)
SPS: 199.3—Dublin: 180.4 (Alpine) SPS: fifth out of sixteen, in N.E.
Holderness “B”: 180.3 (Alpine)
Exeter: 92.68—SPS: 92.65
(Alpine) Prep. School Interscholastics
SPS: 92.65—Holderness “B”:
School Ski Medal: A. B. McLane
187.34 (Nordic)

Wrestling

Noble & Greenough: 53—SPS: 0

Club Series

Isthmian: 52—Old Hundred: 39—Delphian: 37

Plans for SPS Crew Squad announced:

In an effort to overcome the disadvantage faced by Club crews in competition with the varsity crews of other schools, St. Paul’s will try out this spring a plan for a varsity crew squad, drawn up by Coach Austin D. Higgins. In essence, the plan provides for a squad, half Halcyon, half Shattuck, to be held together until after the Interscholastic Regatta at Worcester—the squad members then reverting to their own Clubs to form the top Club crews, for a week of practice before the Anniversary races.

The SPS squad will normally consist of 18 Halcyons and 18 Shattucks (included are four coxswains) making up four School crews, with individuals interchanged irrespective of club affiliation. The squad may be halved to 9 Halcyons and 9 Shattucks, at the coach’s discretion, with those oarsmen who are cut from the squad returning to club rowing.

The lower crews will continue to practice together, by Clubs, throughout the season. Changes of oarsmen may be made between the SPS squad and the Club crews for a reasonable time, but such changes will be Halcyon for Halcyon and Shattuck for Shattuck.
Releasing the individual
through Independent Study

J. Carroll McDonald

FRANCIS KEPPEL, assessing the state of American education today, in his book *The Necessary Revolution in American Education*, concludes that "A new era seems to have dawned for the schools. For if children can learn in grade school what was formerly introduced to them in college it would appear that the schools have been underestimating for generations the learning capacity of children."

What has been so cautiously suggested by the former United States Commissioner of Education has been more compassionately explored by Edgar Friedenberg in *The Vanishing Adolescent*, and more abrasively analyzed by Robert Anderson in *Teaching in a World of Change*.

Potentially this is the most explosive situation in American education today. For it is more and more evident in the transition through which our society is moving, that the traditional roles of teacher and pupil have been in process of reversal, and that we have arrived at the point where pupils are often quite literally pacing their mentors.

Despite this situation, even the most advanced institutions too often seem reluctant to admit the extent to which they may be handicapping the development of their own students.

As a result, American students, not least of all in secondary schools, have become increasingly restive at the failure of the schools to provide them rapidly enough with more adequate opportunities to express their own capacities, and to develop their own personalities in a genuinely satisfying way.

To find identity

This is by no means an exclusively intellectual problem. Rather it is a matter of the integrity of the total personality, and it involves for youth no less a question than the establishment of their identity within the framework of their own society. This is the crux of the problem of adolescent growth.

Youthful manifestations of frustration in coping with the problem are too easily classified as symptoms of the alienation of youth from their own society. Such manifestations are often more likely to signify the efforts of youth, however misguided, to realize in a more satisfactory way the professed principles of the society in
which they are living. This applies in the field of education no less than in the other areas of national life, and it affords some commentary on the failure of the schools to catch up with the maturity of their own students.

In our own day the whole problem of achieving one’s identity has been further complicated by the development of mass society which holds within itself the alternative possibilities of submerging the individual or of lifting him to unexampled heights.

Nor is the crisis which the individual faces in the twentieth century peculiar to our own society, for it is fermenting in other cultures, not least of all within the confines of the communist world. This helps to explain why the war in Vietman, however inescapable, is proving so agonizing to the American people; for the tragedy of the situation is that the common denominator of the two societies, at bottom, is a belief in the dignity of the human personality.

Observers of the American scene have long been puzzled to decide whether the dominant tendency of American society is towards the fusing of the individual in the mass, or enabling him to salvage his identity in the midst of the contemporary maelstrom. The ambiguity of this situation has compounded the problem of adolescent growth.

Disentangling the individual

A decisive clue to the tendency of American society is to be found in the recent literature of education in the United States. For this literature makes it clear that the second half of the twentieth century will see a massive drive to disentangle the individual student from the too restrictive aspects of traditional educational machinery in order that he may have a freer opportunity to establish his own personality and to develop his own potentialities.

Groups of one

“The educational reform movement,” writes Robert Anderson, “rides on the concept of ‘individual instruction’ . . . In the school of the future, much of the program will be geared to the self-directing, self-supervising, independent learner—a group of one!” This is the meaning of independent study. American society is firmly setting its face against a 1984.

Experiments in independent study have been under way for some time in both the public and private schools of America, and everything indicates that the practice will be developed on a nation-wide scale in the coming decades.

Although these experiments have taken a wide variety of forms, all seek to release the student from attendance at an excessive number of classroom periods, from a too circumscribed curriculum, from a too tightly supervised time schedule, from too inflexible a division into classes; in general, from all those over-regulatory aspects of school life which limit rather than expand the student’s opportunity to develop with greater scope both his talents and his personality.

The over-all objective is to encourage more responsible individual study within the common life of the community. In this sense independent study is likely to provide an improved form of induction into the continuing American search for the ideal reconciliation
between independent and cooperative action in a democratic society.

Although many techniques of instruction both old and new will be required in experimenting with independent study, in all of these the function of the teacher will become progressively more consultative rather than directorial. This means that however many techniques are used (lectures, seminars, audio-visual aids, and devices yet unknown), tutorial instruction in one form or another will increasingly occupy the focal position. For it is now being widely recognized that the one-to-one relationship of teacher and student is the core of the whole operation, and central to the needs of American education in the contemporary world.

**Independence + interaction**

While independent study is designed to allow the student to go at his own pace, it will continue to be combined with various forms of group instruction so fundamental to facilitating the exchange of ideas among students, to helping individuals to understand and to enrich each other's experience, and to develop a satisfactory sense of their relationship to the group and to the rest of the community.

It will be observed how closely the philosophy of independent study fits the educational experience of St. Paul's School, for the School has been progressively moving in this direction for some time, through experimentation in tutorial instruction, for example, in Sacred Studies, History and Public Affairs, and Modern Languages; encouraging independent experimenting by boys in the science laboratory; replacing classes in English with an occasional conference while boys are writing their term papers; substituting lectures for classroom discussion in Mathematics and other subjects by way of demanding more self-reliance on the part of boys; adopting an increasingly flexible approach to scheduling problems, and to the role of the individual boy in the life of the community.

**ISP congenial to SPS tradition**

Moreover, the School is peculiarly well suited to a program of independent study through the long established mutual confidence and the warm and friendly relations between boys and faculty that have been such a characteristic feature of the history of the School. Our tradition in this respect provides an incomparable foundation for the one-to-one relationship between student and teacher so essential to a satisfactory program of independent study.

Most significant of all, St. Paul's School as a church school is preeminently fitted to understand the philosophy of independent study through its clear grasp of the implications of the Christian tradition in the contemporary world, and its profound conviction of the sacredness of the individual personality.

How congenial the notion of independent study is to St. Paul's School is strikingly revealed by the fact that the suggestion for a program of independent study at the School first emanated from the Student Council. The suggestion was then taken up by the faculty and, through the cooperative thinking of boys and faculty, the present program emerged.

As an initial experiment the present
program is limited to Sixth Formers who may elect to do independent study in either the winter or the spring term, though for a variety of reasons most independent study under the present scheme will have to be done in the winter term.

The present stipulation is that all subjects must be academic in nature rather than non-academic projects outside the School community, although there is no hard and fast line on this subject. Some of the present projects, for example, involve a certain amount of traveling, or working with local political organizations.

**Aim, technique, resources**

Sixth Formers who wish to embark on independent study must fill out an application describing in detail their particular projects, including the objective of the scheme, the techniques by which this is to be achieved, an indication of the chief resources available, and a basic bibliography of the subject. This application is first submitted to the Head of the Department concerned, and eventually sent to the Committee on Independent Study for final approval.

If the candidate’s application is approved he is then excused from taking English in the winter term (though this does not apply in the spring term), so that he may devote the additional time to independent study. He must continue to carry the rest of his schedule, but, if his topic overlaps another subject such as European History, for example, he may also be excused, with the permission of the instructor, from attending classes in that subject. He will be expected, however, to keep up with the reading in the course, and to take the tests. Boys may also be excused from athletics if they signify their wishes to the Director of Athletics.

Each boy, while engaged in independent study, is assigned a faculty adviser whom he sees about once a week to discuss the progress of his work; and it is here that the one-to-one relationship between teacher and student plays its role in the whole experiment.

**Sixty-three applicants**

Sixty-three boys, or about two thirds of the Sixth Form, applied for independent study this winter, and thirty-nine of these asked to be excused from athletics. Despite reservations about some of the projects submitted, the Committee voted to approve all of the applications in the first year of the program. No distinction was made, nor should it be, between gifted and less gifted students, since all boys should have the opportunity to experience independent study.

Interestingly enough, the projects proposed were distributed among all Departments in the School. A survey of some of the projects being pursued in the different Departments will illustrate the range of topics, and the extent to which students are being encouraged to follow their own bent in independent study.

**Biafra, Vietnam, slums**

In History and Public Affairs, Bill Hamilton and Bill Barker chose to explore the problem of the New Hampshire Primary and its role in national politics. Lex Roberts elected to study Nigeria and the Biafra Revolution. Dan Barney is analyzing the state of
mind of radicals and their relation to politics. In the spring term, Cam Kerry will conduct for boys a course in the history of Vietnam.

In the field of Art, Tim Belton is working up a photograph comparison of slum conditions in Rio de Janeiro, Concord and Boston, to be incorporated in a booklet with introduction and captions. Roy Thurston has been experimenting with sculpture in various media. Ryck King is making an eight mm., ten minute movie presenting a thematic approach to winter.

**Epyllion, blues**

In Classics, Jere Wickens has been studying the delineation of character in the histories and annals of Tacitus. David Tandy has been composing an original Epyllion (a small epic poem, a genre popular in Alexandrian times) in hexameter. Nick Sullivan has been working on a comparison of the ver-

(above) Christopher A. Sowley examines his Independent Study Project chicks

(below) Roy E. Thurston working in the Shop on plexiglas forms, for a sculpture project in the I.S.P.
William M. Whetzel at his study of lichens in the I.S.P.

William J. Bass making a silk screen print for the I.S.P.

Prayer, probability

In Sacred Studies, Fran Cummings is doing a contemporary analysis and evaluation of the traditional nature of prayer. Tom Alden is making a comparison of the philosophies of Kahlil Gibran and early Christianity. Bill Pappas is attempting a comparison and analysis of the Freudian and Jungian psychological approaches to religion.

In Science, Steve Bandeian is investigating quantum mechanics as to probability distribution of a wave particle. Douglas Hodsdon is researching the effects of mouthwash on bacteria. Bill Whetzel is studying lichens, and growing them under controlled conditions.

Adolphe, computers, drama

In Modern Languages, Louis Coxe, Jr. is translating into English a short nineteenth century French novel, *Adolphe*, by Benjamin Constant. Lee Kidder and Walt Brown are studying Russian.

In Mathematics, Fred Wang is
working out a mathematical curricu-
lum making more use of computer re-
sources. Chuck Eaton is working on
ideas in number theories, making his
own conjectures and testing them.

In English, Eric Pope and Alex
Ulmann are studying short-story writ-
ing. Bill Rogers, Lang Clay, and Don
Fearey are attempting a combination
of play writing and acting exercises.

As will be evident to the reader, all
these projects offer to the individual
student a freer opportunity, through
the experiment of self-directed study,
to move further along the path to the
realization of his own powers and the
development of his own personality.
In this sense, independent study seeks
to give greater reality in practice to a
principle long imbedded in American
educational philosophy. And it is now
likely to become, in one form or an-
other, the chief instrument for enab-
ling the schools to catch up with the
maturity of their students.

Values of the product

On completion of their independent
study, boys will be expected to incor-
porate the results in written or oral re-
ports, lectures to classes or to societies,
art or photographic exhibits, music re-
citals, the production of plays, or in
some other form acceptable to the
Committee on Independent Study.

No grades will be given for work in
independent study—on the theory
that, without the need to anticipate
grades, boys will derive their chief sat-
sisfaction from the experience of the
study itself. Faculty advisers, how-
ever, will make extended comments on
the calibre of each boy’s performance,
indicating its particular strengths and
weaknesses, the effectiveness of the
boy’s use of his time, his articulate-
ness in conferences, his use of available
resources and, in general, seeking to
estimate the value of each boy’s edu-
cational experience.

Obviously no evaluation of the win-
ter term’s program of independent
study can be made until the final re-
results are in, but indications to date are
that both boys and faculty are enjoy-
ing the experience and finding it prof-
itable.

There will of course be pluses and
minuses. These will provide a useful
guide for future policy; and even if
there are some failures on the part of
individual boys, failure itself cannot
but be a profitable experience at this
stage of the game, for it is better for
boys to try their wings at independent
study in secondary school than to
meet the fate of Icarus in college.

Millville Notes

Closing Exercises, June 8-9

At six o’clock, Saturday evening,
June 8, there will be a supper on the
lawn of the Upper School for Sixth
Formers and their guests. At eight
o’clock, in Memorial Hall, prizes will
be given to boys below the Sixth
Form. The Last Night service will be
held in the Chapel immediately after-
wards—at about eight forty-five.

Sunday morning, June 9, the Graduation Exercises (including presentation of prizes to members of the Sixth Form) will begin at nine o’clock on the lawn on the Pond side of the Chapel. In the event of rain, Graduation will be in Memorial Hall.

The Graduation speaker will be Mr. William White Howells, ’26. At approximately eleven o’clock, the School will leave for the summer.

**Winning Actors**

Victorious over a dozen other schools, a group of four SPS actors won the one-act play competition at the University of New Hampshire on the last weekend of the Winter Term. In addition, all four were elected to the “all-New Hampshire” cast of twelve.

**Parents Committee Meeting**

The School’s need of unrestricted gifts and its appreciation for the work of the Parents Committee, were the Rector’s themes in a talk given at the committee’s annual meeting, in the Hargate auditorium, February 17. Mr. Warren and R. D. Ryckman King, president of the Sixth Form, spoke preceding discussion of the committee’s fund raising work.


After the meeting, members of the committee were joined by their wives and sons and by twenty-eight masters and wives, for buffet supper in the Gates Room.

The Rector has announced appointment of Paul J. Vignos, M.D., as chairman for 1968-69.

**W.A.O.**

**Enough Seats at Table**

Expanded dining facilities are nearing completion at the Upper, which will enable the entire School to sit and eat at once, for the first time since the Lower School and Hargate dining rooms were closed. The economy of a centralized kitchen having been amply proven, this new step will eliminate the need of double sessions in the dining room and make the eating arrangements of the School both economical and convenient.

On the architect’s plan (below), the new construction is shaded. At right is the old Upper School common room; above it, the main dining hall; at top center, the kitchen and serving areas. At the angle of the new dining wings (Middle School, at left; Lower School, at bottom) are the dishwashing area and a new common room.
"Activities"
old and new

WHEN IT WAS suggested that Horae readers would welcome an article on the present health and general state of the School's clubs and societies, the Editor and I agreed that the best qualified reporters would be the boys themselves. Accordingly, I asked two boys very much involved in the extracurricular life of the School to write papers, one to concentrate on the established groups and the other on the "new" groups. The division was arbitrary, since it would be nearly impossible to draw the line at which a special interest group stops being "new".

As both curricular and extracurricular activities have developed over the past few years, the line between them, too, has become blurred, resulting in a range of activity which can, I think, be properly called "intercurricular". In the process of extending curricular pressure beyond the classroom, students have created organizations which are primarily rooted in intellectual rather than social concerns. In turn, the classroom has yielded to pressure from the extracurricular groups by accepting such informal study procedures as tutorials, term papers guided by individual conferences or small seminar meetings, and—most recently—independent study. As Carroll McDonald reports elsewhere in this issue, the Independent Study Program (ISP) begun this winter has enabled many Sixth Formers to pursue studies in areas not normally considered in the curriculum. A good many of the projects are in fact extensions of the boys' "intercurricular" interests.

Where will the high rate and intensity of interest take us? It is hard to say, even to guess. Already the calendar is jammed and space is at a premium. However the situation may develop over the next decade or generation, I believe that the level of morale and curiosity, of manner and customs, will be best observed in the vitality and excitement found in the School's extracurricular groups.

The two Sixth Formers who contribute the articles below are highly committed "intercurricularists". John Taft is one of the editors of the Horae Scholasticae, a contributor to the Pelican, a member of the Poetry and Parnassian Societies and president of the Concordian. For his Independent Study project, Taft is pursuing an interest in opera. Lloyd Fonvielle is an active member of the Art Association, a contributor to the Pelican and the Horae, a co-founder of the Movie Society and a member of the Poetry Society, and he has performed in the Dramatic Club's presentation of Richard II. Presently he is engaged in a photographic essay about the School, in the ISP, and is making a
Both young men have set impressive scholastic records, although one wonders when they find the time to meet all their commitments. Both testify to the busyness of the School’s life and to its high quality of achievement in many areas. Their papers indicate critical awareness and at the same time a sense of the great possibilities for personal exploration available in the School.

*Thomas R. Barrett, Director of Activities*

**Flocks for all feathers**

*John Thomas Taft, ’68*

PROBABLY the most salient characteristic of student life at St. Paul’s is the immense number and, to a lesser extent, variety of the societies, clubs, and associations which the student may join. It has become a habit at the School for any group of people interested in the same thing to purchase a gavel, find a faculty advisor, and announce regular meetings for the purpose of indulging in whatever their mutual interest happens to be.

As a result, we have almost more societies than there is room and time to accommodate. Nominally, they are diverse—ranging from the recently revived Astronomy Club to the seventy-year-old Missionary Society—although sometimes there is a discouraging similarity in the format of the meetings of two completely different organizations.

**Three sizes**

Societies at St. Paul’s fall into roughly three categories—the very small, informal groups, such as the “Mish” and the Dramatic Club; and those that fall somewhere between, like the Mathematics Society and literary societies.

**Informality and spontaneity**

Until almost fifteen years ago, there were no small, informal societies at the School. The Shavian Society was the first example of a small group of people meeting informally because of mutual interest in a specific subject; the Shakespearean Society and several others followed its example. These groups have the important factor of spontaneity in their meetings, which is lacking in the larger societies. They are small enough to meet at the home of their faculty advisor, and they have the advantage of not requiring extensive preparation for the meetings.

For example, in the case of the Shavian Society, parts are simply assigned and the evening is spent reading one of Shaw’s plays. Members of the Poetry Society are aware before the meetings of what they will be covering, but the discussion of poems during meetings is more or less spontaneous. The Parnas-
sian Musical Appreciation Society has the same informality, though one member volunteers each time to run the meeting and give a talk on an aspect of classical music.

Small societies will probably continue to be the most successful type of extracurricular activity at St. Paul's. Because the meetings are not scheduled on the School calendar, the members need not consistently involve themselves in regular biweekly meetings when they are not in the mood for it.

**Problems of big groups**

The large societies are usually rather loose knit; aimed toward a general, unspecified purpose—often involved with helping the School. The Missionary Society and Library Association only meet in order to correlate their many and varied activities, while the Athletic Association and Maroon Key are also primarily administrative in character.

Often the large societies must face a lack of interest on the part of the members in what their officers are trying to accomplish: members become separated from the main purpose because of the impersonality of the group. Some societies have recently taken to admitting in the middle of the year applicants who are really interested in what the society is doing—an excellent way to avoid introversion which, hopefully, other large societies will adopt in the future.

In the past three years the Missionary Society has hit upon some interesting new methods of raising money which, by their novelty alone, arouse the School's interest—sponsoring dances and conducting auctions are among these.

The Dramatic Club has discarded its routine of one play a term, and has put on several short plays during morning Chapel this year. In the Winter Term it has been running a sort of “workshop” in dramatics, helping any interested group of people to perform short excerpts of plays in Memorial Hall. The move of replacing the usual Christmas pageant with a biblical play by Dorothy Sayers illustrates the kind of flexibility now to be hoped for in large societies. Even the Acolytes Guild has recently taken the initiative in encouraging some changes in the chapel service, such as “folk-rock masses” and the new Communion service.

**Literary & language societies**

The many organizations which fall somewhere between the large associations and small, informal groups are the most typical and most conservative of the School's societies. This is not meant to include such groups as the Chess Club, the Rifle Club, and the Outing Club, whose activities are very clearly defined, but primarily the literary, scientific, and language societies, which often have trouble stimulating active and voluntary participation of the members who are not officers. Such members take the attitude that the meeting is simply a show put on for their benefit, and feel no obligation to participate, with the frequent result that meetings become like classes in which no one is very interested and for which no one has done the assignment.

Literary and language societies have probably been in existence longer than any of the others, and a returning
alumnus would find that there has been little change in the format of their meetings in the last thirty years. Mostly these consist of members reading papers voluntarily or on a subject commissioned ahead of time, highlighted occasionally by an extemporaneous speech. Often the tried method has its advantages, but the meetings also have a tendency to get too much in a rut. It is helpful to have a goal towards which all the year's activities are headed: for example, the Palamedean Society's performance of a Latin play every spring, which is also a fine way of relating to the rest of the School. The Cadmean-Concordian joint debate each April fulfills the same purpose for the literary societies.

Horae readings: Science

The recently instituted "Horae Readings" have proven more successful than literary society meetings because anyone may attend or participate, but needn't stay unless interested. The commentary on what is read is usually very extensive and helpful to the writer, though when Ogden Nash attended one Horae Reading last fall as a Conroy Fellow he mentioned that it seemed a little over-critical. The Cercle Francais has introduced variety by sponsoring some very fine French films, and the John Winant Society, by bringing political speakers to the School and arranging mock nomination conventions, has made politics a far more prominent aspect of St. Paul's.

The Scientific Association, with such subdivisions as the Rocket Society and the Astronomy Club, has not always been hesitant about variety. The Astronomy Club is now an active, independent organization, presiding very competently over the observatory at the edge of Hitchcock field, and the Radio Club has acquired a room of its own under the Post Office in which to carry on its activities.

Horae and Pelican

The doings of some societies intimately involve the St. Paul's student publications—the Pelican and the Horae Scholasticae. For example, the papers read at literary society meetings in many cases find their way to the pages of the Horae. Currently, the Horae is publishing foreign language contributions, and in the Winter issue has printed a poem originally written for the Cercle Francais. The Art Association and Photography Society are also involved with the Horae, since it began to feature art photography after absorbing the Pictorial. The Horae, for a time only a literary magazine, now presents the best of the School's photographic talent, as well as its artistic and literary efforts.

Those types of photographs which used to appear in the Pictorial, but are not consistent with the photography now appearing in the Horae, are printed in the Pelican, which has changed recently almost as extensively as the Horae. The Pelican has become a far less insular and somewhat more political publication and, although there have been complaints that it thereby loses its personal touch as a school newspaper, the change is one symptom of increasing political awareness at St. Paul's, also shown by the vitality of the John Winant Society.

Society society

Considering how many clubs and
societies we have in a school of only four hundred and fifty boys, it has been suggested that a “Society Society” is needed to discuss the various interrelationships between all the others! Whatever the limit may be, most of the recently formed societies are enjoyable and useful additions to the School community, and the School administration is doing its best to encourage both them and those longer established.

The future of these groups is in the hands of the students alone—and should be. As not more than two societies have disbanded in the last four years, while at least ten have been started and are going strong, the students seem able and willing to undertake this very enjoyable responsibility.

The Jazz Bag records its version of Christmas carols played in the Chapel at the end of the Autumn Term

Activities new-born and re-born

Lloyd Fonvielle, ’68

I AM prejudiced, of course, but it seems that never in my five years at St. Paul’s has there been such a broad and exciting range of new activities. None of these may out-last the immediate interest which engendered them; but the interest, at any rate, is here now.

In the past three or four years, five musical groups have reached some original and worthwhile point of development, and two of them are going strong this year. The Loudest Noise is better than ever. The musicians still
Most competent jazz

The Jazz Bag is the really outstanding musical group of the year—a treat and an asset to the School. Directed by Hugh McCarten, it is certainly the most active and competent modern jazz group the School has seen, reaching its high point only recently. Winner of last year’s talent show, it has gone on to perform an original jazz church service here at School (where it passed with little attention) and at the Unitarian Church (where it was received with unbridled enthusiasm). The group has since played before a gathering of music students in Concord, and is preparing for further engagements.

(It should be noted here that the Jazz Bag has just released its first LP—recorded at and before the jazz service in Chapel, by Sixth Form electrician Bob Peake—on “Peak Records.” It is certainly worth having, despite its faults, as a record of notable achievement and of the best modern jazz that any St. Paul’s students have produced.)

Films and poetry

There is great interest in film-making in this year’s Sixth Form. The Film Society, under the direction of president Evans and faculty advisor Mr. Sheehan, boasts ten members and has viewed seven films away from the School. Last year, Ryck King and I drew up a proposal for an inside film program, which the School administration supported. We signed up enough interested people, and this year it got underway.

The program consists of six full length films of special artistic and historical interest. They include The Trial by Orson Welles, Breathless by Jean-Luc Goddard, Zero de Conduite by Jean Vigo, and Knife in the Water by Roman Polanski. The cost is covered by an individual subscription of $3 per person, and there are more than one hundred members, chiefly from the Sixth Form, but including several masters and lower formers. The films are shown in the Hargate auditorium on Sunday afternoons, not uncommonly followed by heated debate after the film is over. We have high hopes that the society will continue past this year.

The relatively new Poetry Society is the least formal of the literary societies—hardly a society at all; but with seven students seriously interested in their subject and with Mr. Barrett informally presiding, its meetings are fruitful and stimulating. The group consists of Sixth Formers, primarily, with one practicing poet chosen from the Fifth Form to keep the society going. Most of the members write poetry, and at least one meeting a year is devoted to readings of the members’ works. This society meets in Mr. Barrett’s home every two or three weeks.

Hiking; air waves

One of the most vital clubs on campus is the seldom publicized Outing Club. Haven Holsapple, Walt Brown, Roy Thurston and Mr. Hart,
the faculty advisor, provide committed leadership for a group of about twenty-five boys, who commune regularly, the year round, with the rugged landscape nearby and among the White Mountains. On these hiking and climbing trips, they leave either late Saturday or very early Sunday and return Sunday night. The boys must own the main body of their equipment, though the club hopes eventually to have funds to provide some of it, especially for inexperienced boys who are deterred from joining by the high cost. The climbing is rigorous and often hazardous, and its leaders feel that the experience can be a valuable addition to anyone's education.

Though the Radio Club has been going since 1934, it has progressed fitfully. There was a new surge of interest in 1964, and this year Lonnie Crowder, president of the club, feels that, with twelve members from the Fourth, Fifth and Sixth Forms, it is stronger than ever before. Open to anyone in the upper four forms who has a decent average in math, the club has recently become a service organization for the School, undertaking to repair students' equipment for a fee, and to repair the School's 17-year-old television projector. The club hopes to make enough money to buy some needed equipment in the spring, and dreams of starting a School radio station in the next few years—an exciting project, with limitless possibilities as well as problems.

Photography Society

I believe there is a stronger and
more widespread interest in still photography than ever before, making it a shame that the School at last abolished the *Pictorial* as a separate publication this year. To take advantage of the excellent, if somewhat limited, darkroom facilities in Hargate, and simply to give people a stimulus to take photographs, the Photography Society has been formed. It contains about thirty Fourth and Fifth Formers, who use the darkroom to develop their own assignments and projects. Several members have produced first-rate pictures and three boys are doing ISP projects in still photography.

**A February afternoon**

It may give some indication of the interests being pursued in earnest now on campus, if I describe an afternoon in early February. On my way to a science lab I encountered Steve Metcalf about to enter the Art Building. We discussed what he was doing, and his plan to pursue his interest in painting in college. After my lab, I chanced upon Mike Johnson, entrenched in an amazing conglomeration of electrical equipment, wires, and even a large box with a round screen on which green lines moved back and forth. He explained that he was working on an ISP project on transistors. I stopped back at the Art Building and found Roy Thurston hard at work on a new sculpture project in the shop, but he said that his completed work, an Arp-like plaster sculpture, was drying. In the studio, Karl Smith and Bill Bass were working on art projects, an oil painting and a silk screen.

Later, I met Chris Gray in the Library. It was a fine clear evening, and on the way to dinner he pointed out Mercury, shining brightly through the trees. He stopped to take photographs of the moon. “There is an excellent earth glow,” he said. Then he folded his tripod and we went to dinner.

The moon, as photographed by Christopher S. Gray

I offer that one afternoon only as evidence that things are going on at St. Paul’s. Of course, there is some dead wood among so many activities, and finding time for something new is difficult.

**Kites and bicycles**

It is probably good that many new societies die out as interest in them fades. But hopefully a few worthwhile traditions begin each year; and with a little luck, we will see many new beginnings in the months to come. The Kite Society will undoubtedly renew itself this spring, as will the Bicycle Club—which plans to organize cross-country bike races. And who knows what else?
St. Paul’s School had a part in the study described below, in the person of Daniel K. Stuckey, head of the Classics Department during the period of the investigation. Mr. Stuckey was one of a broadly-experienced and responsible fifteen-member Committee appointed in March, 1966, under an Edward E. Ford Foundation grant to The Hotchkiss School for a Secondary School Curriculum Investigation.

For the best short account of the Committee’s work, Mr. Stuckey (now director of athletics at Bowdoin College) recommended to us an article by the Committee Chairman, Dr. Allan S. Hoey, published in the Hotchkiss Alumni News of October, 1967. To Dr. Hoey and the News we are grateful for permission to reprint here a shortened version of the article, originally titled, “The Secondary School Curriculum Investigation.”

Should we get the “subjects”

out of those boxes?

Allan S. Hoey

THE WHOLE enterprise began two years ago with an application by the Headmaster of The Hotchkiss School to the Edward E. Ford Foundation for a grant to finance a project planned “to redesign the curriculum to provide a cross-cultural and interdisciplinary program which departs radically from the present highly compartmentalized approach.”

It became the task of a committee to study the nature of interdisciplinary work and to consider what patterns of its organization might be most valid and most cogent.

Most of the disciplines at present in the curriculum had a representative on the Committee. Public schools were drawn on as well as private schools, to share the thinking of some of their outstanding teachers and curriculum planners. The point of view of the colleges was also ably represented.

The character of our age calls urgently for a reconsideration of what educational preparation is needed not merely to live in it, but to live the good life. What has been called the “abundance or overabundance of continuous and chaotic stimulation” produced by the pace of change must be handled. We must come to terms with tendencies to fragmentation of knowledge and experience, overspecialization resulting in lack of communication, vastly increased demands on our knowledge and skill, the responsibilities of a global outlook, all the consequences of the explosion of knowledge.

Reaction to change on this scale de-
mands flexibility in adapting to and directing it. But it demands equally an emphasis on the permanent and the universal in our heritage. It should stimulate a reassertion of humanistic values so that man may thereby nourish his own life and counteract any undue technological emphasis that the future may threaten. Revolutionary work in the theory of learning stresses teaching the principles, the structures and the skills of the disciplines to give a training that will ensure grasp of the nature and implications of new discoveries even when the flood of information is overwhelming. All these and other factors make reappraisal of preparation that we are giving our students imperative.

The Committee is optimistic enough to hope that interdisciplinary work will help to develop the qualities needed for life in our times better than the compartmentalized curriculum has. The problems of a world like this are certainly no respecters of discipline boundaries. Perhaps training for meeting them should not be either.

But let us turn first to the successes of the past, the values inherent in the present patterns.

Why the “subject” boundaries?

It is clear that the curriculum was compartmentalized in order to protect the individual disciplines or subjects by providing for increased concentration on their peculiar characters and enhanced effectiveness in learning their special skills. All our knowledge and understanding, it is obvious, has been gained through the trained mental capacities that operate through the disciplines. The application of their skills and principles is the guarantee of the production of new knowledge. These values must under no circumstances be watered down, much less lost in our schools.

But it is questionable whether organization of the curriculum by separate subjects, insulated from one another, is necessary in order to preserve these values.

Harm done by the boundaries

This organization has grave disadvantages. Amongst them perhaps the worst is that it militates against conceiving and planning the secondary curriculum as a whole. It interferes with considering the student as a whole. It makes it difficult to envisage as a whole the challenges that face him, and to decide on the common elements in the various skills that he is asked to acquire.

The overemphasis on organization by departments with their vested interests is a divisive factor in the life of a school and often an impediment to change and reform. The very arrangement of the compartmentalized curriculum is a pretense that interrelationships do not exist among the various disciplines, and consequently a barrier to understanding of the fact that they must combine if the real nature of problems is to be illuminated. The compartmentalized curriculum is a direct encouragement to sectionalized and so distorted thinking and to lack of flexibility.

Dialogue between “subjects”

Can we have it both ways? Can we preserve the values of the training given by the individual disciplines and combine with them the values of more freely ranging interdisciplinary think-
THE COMMITTEE, SECONDARY SCHOOL CURRICULUM INVESTIGATION

Chairman: Allan S. Hoey, Head of Classics Dept., The Hotchkiss School
Art: Bartlett H. Hayes, Jr., Chairman of Art Dept., Phillips Academy, Andover
Biology: William A. Sweeney, Director of Studies, The Choate School
English & Humanities: Evelyn M. Copeland, English Consultant, Fairfield Schools
Mary I. Lanigan, Chairman of English Dept., Newton (Mass.) High School, and of CEEB Advanced Placement Examiners in English
Greek: Daniel K. Stuckey, Head of Classics Dept., St. Paul's School
History: Wayne Altree, Head of History Dept., Newton (Mass.) High School
John M. Blum, Head of History Dept., Yale University.
Latin: David D. Coffin, Head of Classics Dept., Phillips Exeter Academy
Mathematics, Chemistry, Physics: Edmond E. Hammond, Jr., Phillips Academy, Andover
Modern Languages: Joseph S. Stookins, Chairman of French Dept., Loomis School, and of CEEB Advanced Placement Examiners in French
Music: Russell F. Locke, Head of Music Dept., Emma Willard School
School-College Relations: Robert M. Vogel, Dean, Trinity College, Hartford
Hotchkiss School Observer: Elliott B. McGrew, English Dept., The Hotchkiss School

ing and exploration?

The Committee has proposed a number of patterns that might make this combination a reality.

Some of these are full scale programs. The most elaborately developed is A Humanities Program in French. The focus of this program is the study of French civilization. Throughout the four years this is approached by the avenues of language and literature, with all skills taught to a high standard, together with constant accompaniment of history, art and music. Similar programs have been worked out in Latin and Greek. These programs can serve as some sort of guide for similar work in other languages.

Interdisciplinary work is at its best perhaps in a course which focuses on a problem or a phenomenon, the Frontier, The American Indian, the Renaissance of the XII Century, which of its very nature demands for successful treatment examination of what each of a number of disciplines has to say about it. The “answer” will then consist of a number of answers. Our illustration of this type is a unit of the Newton High School Social Sciences Sequence. This course is taught by historians, but some materials are borrowed from literature and the social sciences, while the university consultants who have helped plan the course represent as well such disciplines as anthropology, art history, English, po-
litical science and sociology.

The visual arts and music will play a significant role in all the humanities and social sciences work of the school. But it is a conviction of the Committee that in order that they may play their part on a mature enough level systematic course work in each of these areas should be part of the secondary school experience of all students. Training in how to see and how to hear is of crucial importance in our over-verbalized society. Failure to develop the eye and the ear in these sensitivities graduates the student from school lacking important capacities for appreciation and self-expression.

Short-term programs

In addition to full scale interdisciplinary programs in most areas of the curriculum, suggestions for year and semester courses are made. The type most prevalent at present in actual practice is the Humanities programs taught in many high schools throughout the country. A number of disciplines, e.g. English, History, Art, Music, are combined in a systematically planned course on the basis of a chronological period or a theme. Provided the topic is a reasonably restricted one, not the whole Western heritage, for example, there is much value in these courses. Any school can devise the approach, the combination and the content that it chooses.

In the Senior year, for example, such a course could give a synoptic view of previous studies, it could come to grips with issues and values of deep concern out of the past or out of the contemporary world, it could give expression to that need for confronting and discussing ideas that is so deeply felt among students, and it could expand awareness in many worthwhile ways.

The question of the ideal use of the second semester of the senior year is one that is being much discussed. At this point in the student’s career the need for more emphasis on independent study is being felt.

One suggestion of an interdisciplinary character was produced by a member of the Committee, and will be given as a semester course in Newton High School this year for the first time. This is called a Senior Year Assessment of Learning. It is based on English, but could be based on any other discipline, and has connection with other disciplines. It is an attempt to answer the questions, *What do I know?* and *What do I know how to do?* The attempt will be made to see more clearly the implications of the material studied during the school experience and to understand and interpret it on a mature level. At the same time all the linguistic and literary skills will be used more self-consciously and with deeper comprehension of their nature. Group discussion will be common, but stress is laid on individual presentations by students.

Puritanism; the Epic; Imagery

Various part time applications of the interdisciplinary principle commend themselves. In fact, its use for short periods and limited objectives has a special value arising from the more spontaneous character of the operation, from its freshness as springing directly out of the needs of the problem actually under study.

There is a whole spectrum of possibilities here. Separate courses might
combine for study of a particular unit, for example, Puritanism. A two week course might be given, as it was once at Hotchkiss as far back as 1952, in a literary genre like the Epic, where there were common meetings of English, French, Greek and Latin students for lectures, and a combination of common reading and specific reading about the individual relevant epic. The advantages of calling in teachers of other subjects or outside experts for an occasional presentation could be explored, and the pitfalls thought about and guarded against.

Calling in of teachers of other subjects to participate in class discussion has perhaps even more to be said for it. (I tried this with success last year in regard to imagery in poetry.) Planned trips to collections of resources outside the school are not common enough.

Ideas, not packages

Our purpose throughout in dealing with these patterns has been to be as fully illustrative as the circumstances allow but not to be prescriptive. There has been no intention to produce anything like "packaged" programs, such as are now available in the sciences, or to supply detailed syllabuses. Such schemes would deny to both teacher and student spontaneity and the opportunity for creative planning and working, together with the accompanying enjoyment, all of which we value highly.

The kind of teacher who will be attracted to interdisciplinary work and who is well enough equipped by study, training and experience to handle it would wish to have this freedom. And as for the student, he should be allowed a significant part in producing his own experiences in integrated learning.

It has been said that "Education is what is left over after you have forgotten all the information you have been taught." What is left over is capacities, qualities of mind, and attitudes. Many of these are by their nature transdisciplinary.

"Teach him to fish"

The teaching of such "skills" is of cardinal importance in the world in which we now live, a world which requires that education be a life-long process. If we can equip our graduates with "the tools, the confidence and the curiosity," they will be able to handle problems the shape of which we cannot predict.

To do this we shall have to forget some of the insatiable demands

An interpolation by the SPS Director of Studies:

At St. Paul's, an interdisciplinary approach has long been taken in the teaching of Sacred Studies.

In the Third Form, the History and Sacred Studies departments team-teach the required Ancient History - Sacred Studies course. Fourth Form English includes such varied books as Lord of the Flies and The Apocrypha, for the consideration of moral dilemmas, with members of the Sacred Studies Department participating in the English classes. In the Fifth or Sixth Form, Sacred Studies - Greek offers boys the opportunity to read the New Testament in Greek as part of the required Sacred Studies course.

In 1967, the Advanced Studies Program offered a new course, "An Introduction to the Arts," which involved teachers of music, art and art history.
of "coverage" and concentrate more fully on the experiences that will best lead to the acquisition of these "skills". "Give a man a fish," as the Chinese proverb has it, "and you give him a meal. Teach him to fish, and you give him a way of living."

One example of one of these trans-disciplinary "skills" may be given. We have called the battle to acquire it The Conquest of Literal-Mindedness, victory in which is indispensable for advance into the mature study of any field.

This literal-mindedness is bondage to the word itself, rigidity of the imagination, concentration on the letter rather than on the spirit. It is universal among students, even the brightest. Release from it, with the consequent expansion of the imagination and development of flexibility of approach, is essential. There seems good hope that, if this is a challenge that the student faces in this area as well, because it fosters the habit of regarding and treating both his work and himself as wholes.

Alliances and leadership

As Chairman of the Committee, I have had unusual opportunities for visiting other schools, talking with other teachers and consultants and for sampling as far as time permitted some of the best of the literature of education.

Out of this experience have arisen certain thoughts about the needs of the private schools in particular. The main conviction is of their pressing need for more openness to influences from outside. This was put to them in no uncertain terms last March at the annual meeting of the National Association of Independent Schools by the U. S. Commissioner of Education, Harold Howe, 2d, in a talk called "The Need for Entangling Alliances." Some of the alliances he has in mind are with the community, with the public school, with universities and other institutions.

We can perhaps proudly point to our own Committee as a valid illustration of how much real advance in learning can take place when representatives of the private schools and of the public schools come together in a meeting of the minds.

One particular advantage of our independence we should surely take very seriously. This is the freedom we have to employ all means in the search
for superior education. As Commissioner Howe put it, “Your independence permits you to say that there are better ways to run our schools. (He is speaking of “better course offerings and new and better ways of teaching them”). At this point in time, I think it also confers on you a responsibility for doing so.”

The Alumni Fund

Form Agents’ Dinner—Feb. 7, 1968

THE PROGRAM for the Form Agents’ Dinner succeeded wonderfully in conveying what Amory Houghton, Jr., ’45, President of the Board of Trustees, described in his greeting as the vitality, enthusiasm, quality and leadership St. Paul’s School is showing today, and the balance between education and humaneness the School has achieved and plans for the future.

Thomas R. Barrett, Director of Activities, said he had found the boys wanted more good things happening rather than more free time. He pointed out that this year’s Sixth Form, the first to go through the School under vertical housing, had successfully retained its unity; that the new checkbook system had led the boys to become more aware of the costs of living; that the new art center has led to a new movie society and a great number of fresh interests.

Both Mr. Barrett and the Rector, who was the principal speaker, stressed the boys’ involvement in politics, their decency as citizens, brightness and good manners.

Mr. Warren talked about finances and his concern about financial trends over the next twenty years. He really “laid it on the line” to make his point that if SPS is to continue at the top in quality education among secondary schools, or if SPS and other independent secondary schools are even to survive, financial support by alumni is essential. He cited figures to show that the School is working to use dollars wisely and make every one go as far as it can, that the Alumni Fund saves the School from deficit, and that long range projections show mounting deficit. He said that continuing and future needs are tremendous and he outlined the needs specifically. He said the solutions are voluntary gifts, careful management and bequests. Mr. Warren’s talk was so interesting that he became involved in a real give and take with his audience.

During the evening, Lawrence Hughes, ’43, Chairman of the Alumni Fund Committee, introduced Arthur E. Neergaard, M.D., ’99, the oldest form agent present, Warren Richards, ’32, a new form agent, and Richard B. Seely, ’66, the youngest form agent at the dinner and a record breaker for a first year man. All took bows. Dr. Neergaard later led the traditional singing of Salve Mater.

Mr. Hughes noted that the Alumni Fund for 1967 amounted to $49,000
more than for 1966, a record $196,000. He pointed out that the increase was due to the 50th Anniversary contribution of the class of 1917—$56,000—and he warmly congratulated Horace F. Henriques, Form Agent for '17. Mr. Henriques received a standing round of applause and then said that it had been a Form effort that grew from a decision to do something big and from subsequent conversations with the Rector to ascertain a big need. The money will be used to build "Seventeen," a new house for a faculty family.

Mr. Hughes set a goal of $200,000 for the 1968 Alumni Fund, and thanked our guests from the School for a stimulating evening.

The dinner was held as usual at the Racquet & Tennis Club, New York City. Those remaining after adjournment were treated to movies of the undefeated SPS football team in action last fall, skillfully interpreted by Head Coach, Maurice R. Blake.

Julien D. McKee, '37

1968 Alumni Fund Committee

Lawrence Hughes, '43, Chairman
Alexander T. Baldwin, '21
Julien D. McKee, '37
Harold P. Wilmerding, '55
Francis E. Storer, Jr., '41
A. Walker Bingham, 3d, '47

Progress Report: 1968 Alumni Fund as of March 15

THIS YEAR'S FUND has gotten off to an excellent start and, as it looks now, our goal of $200,000 appears realistic. As of March 15th, 612 contributors have given $42,738.91, which does not include large gifts expected from the Forms of 1918 and 1943.

On behalf of the Fund Committee, I want to extend many thanks to all of those who have already contributed to the Fund and to express to the Form Agents the appreciation of the Alumni Association and the School. In achieving these very fine results so early in the campaign, the Agents have worked hard.

Lawrence Hughes, '43, Chairman

1968 Alumni Fund Interim Record — March 15, 1968

(Dates of Reunion Forms are in bold type)

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|       | **Total**                                      | 612   | **$42,738.91** | **$69.83** |
Anniversary

THE SCHOOL'S One Hundred and Twelfth Anniversary will be celebrated, Friday, Saturday and Sunday, May 31, June 1 and 2. Coolidge M. Chapin, '35, is in general charge of Anniversary plans.

Reunion Forms and their Chairmen:
1898—70th: E. S. Willing, 299 Bryn Mawr Avenue, Bryn Mawr, Pa. 19010
1903—65th: E. Laurence White, 20 Exchange Place, NYC 10005
1908—60th: (To be appointed)
1913—55th: C. Jared Ingersoll, 1807 Girard Trust Bldg., Phila, Pa. 19102
1923—45th: Richard Rush, Second Hill, New Milford, Conn. 06776
1928—40th: Edward C. Brewster, 441 Lexington Ave., (Rm. 808) NYC 10017
1938—30th: James B. Cavanagh, 906 Overbrook Rd., Westover Hills, Wilmington, Del. 19807
1943—25th: Robert B. Deans, Jr., Inverness Management Corp., 245 Park Ave., NYC 10017
1948—20th: Hugh E. Paine, Jr., 110 Wall Street, NYC 10005
1953—15th: W. Wright Olney, 111 Fulton St., NYC 10038
1958—10th; David S. Barry and Emory W. Sanders, St. Paul's School, Concord, N. H. 03301
1963—5th: Kimball Prince, Tavern Farm, Francestown, N. H. 03043

Anniversary Program—Daylight Time

Friday, May 31 3:00 p.m. Baseball Game: SPS vs. Belmont Hill
7:30 p.m. Latin Play on Chapel lawn
8:30 p.m. Band-Glee Club Concert and one-act play

Saturday, June 1 8:45 a.m. Chapel
9:45 a.m. Track Meet and Presentation of Prizes
11:00 a.m. Academic Symposium
12:00 n. Alumni Meeting: Memorial Hall (wives welcome)
1:00 p.m. Alumni Parade
Parents and Alumni Luncheon in Gymnasium
3:00 p.m. Boat Races on Turkey Pond
Award of Prizes at Flag Pole (after races)

Sunday, June 2 8:00 a.m. Holy Communion—Old Chapel
10:30 a.m. Chapel—Address by the Rector
11:30 a.m. Buffet at the Upper for those wishing luncheon before leaving.
Regional Alumni News

Alumni Meet at Trinity

SIXTEEN alumni, currently students or staff members at Trinity College, were greatly pleased to have the Rev. Richard L. Aiken, head of the Sacred Studies Department, as their guest and speaker at an informal evening meeting, January 29. Alfred M. C. MacColl, '50, and Stanton C. Otis, Jr., '65, who together had planned the meeting, expressed the unanimous hope that it would become a yearly occasion.

After dinner in the Faculty Club, Mr. Aiken spoke of changes that have occurred in all areas of life at St. Paul's. Sex education has been added to the curriculum through the influence of Dr. Mary Calderone, an Independent Studies Program has been started and a pass-fail course option for next fall is now under consideration. A recent sports highlight was the super-successful effort of the football team. Wrestling has been revived, presently attracting a squad of about forty boys.

Mr. Aiken said that there was more than a slight possibility of having the Lower School building replaced in the near future. When asked about the chances of the School becoming coeducational, he replied, “Within the decade.” That will have to be seen.

Peter Otis presented Mr. Aiken with a Trinity plaque and the group adjourned to the Theta Xi fraternity for an evening of relaxed conversation.

Those attending the meeting were:


Daniel Drury, ’66

N.Y. Church Service and Reception

Mr. Warren preached and traditional School hymns were sung, at the annual service for St. Paul's alumni of the New York area, held at St. James’ Church in New York City, February 11, 1968, through the kindness of the Rev. Arthur Lee Kinsolving, rector.

Following the service, a cocktail party and buffet supper were held at the Westbury Hotel in honor of the Rector and Mrs. Warren. Co-chairmen of the reception were Mrs. Rowland Stebbins, Jr., Mrs. Charles Scribner, Jr. and Mrs. Hugh E. Paine, Jr.

The service was held in the City this year, after two years in which it had been held out of town in order to reach out to the many alumni who now live in the suburbs. The pattern has proved successful and will be repeated, so that increasing numbers may share the opportunity to refresh their contact with the School and with old friends, who have discovered it to be a pleasant alumni occasion.

A. Walker Bingham, ’47
THE DINNER PLATES show the following buildings and scenes: New Schoolhouse, Upper School Dining Room, Crew at Turkey Pond, Rectory, Hockey Rink, Payson Science Building, New Chapel, Sheldon Library, Drury, Hargate, Memorial Hall and Middle. The price is $25.00 per set of one dozen. They also may be ordered from the Business Office, which will ship them collect to the purchaser, or will bill the purchaser and ship prepaid (if ordered as a gift).

From Mr. Arthur King at the School Store, the following items may be purchased:

—Glasses (cocktail, high-ball, or old fashioned) with the School shield, for $10.20 per dozen, shipped express collect (or prepaid and billed);
—SPS ties: four-in-hand, silk or knit, $4.00; bow, with pointed or square tip, $3.50;
—Blazer shields, $2.75.

No Halecyon, Shattuck or other Club ties are sold at the Store.

THE SCHOOL CHAIR — black, with cherry arms, and carrying the School shield in gold (as pictured above)—may be ordered from the School Business Office, at $33.00 (or, with black arms, $32.00). It is shipped collect from the factory in Gardner, Mass. If ordered as a gift, it will be shipped prepaid, and the purchaser billed.
Books


SOCIAL RELATIONS 120, commonly called “Soc Rel 120,” is a celebrated course at Harvard. Indeed the social stance and language of its instructors were recently the subject of a sketch in The New Yorker. The course is divided into small groups of students who are supposed to study the characteristics of interpersonal relations by the discussion of cases and—what is more interesting—by the discussion of behavior in the group itself. The instructor in the group is a non-instructor: he is not supposed to direct the discussion to the points he may consider the most important. Instead he is supposed, by his willingness to accept the expression of feeling and by his critical comments and interpretations, to foster conditions in which the group can reach its own conclusions—if any. His interpretations are likely, in fact, to be heavily psychoanalytical, so much so that I myself have suspected that some of the instructors have unconsciously stimulated just the sort of behavior they could then give a Freudian interpretation to, such as the revolt of the sons against the primal father in Totem and Taboo. “Soc Rel 120” falls into the same class as group psychotherapy and what is called sensitivity training (T-groups).

Behavior in these wide-open and highly self-conscious groups—often, and especially in the early meetings, quite frustrating to the members, who expect help from the instructor and appear not to get it—is the most difficult thing in the world to study scientifically. In brief, it is hard to tell, in “the blooming, buzzing confusion,” what is going on. Yet “Soc Rel 120” has been the subject of at least three books, of which this one by Richard Mann and his collaborators is the latest. It is a study of four groups meeting for an hour a week each, through a session of Summer School.

The more scientific part of the research went roughly like this: Every meeting was recorded on tape. Then the researchers listening to the tapes scored every act of every member as falling within some class of actions in a classification of possible types: for example, “resisting,” “withdrawing.” These scores were then given sophisticated statistical treatment to yield overall measurements of the characteristic behavior of individual members, their changes as the course went on, and changes in the behavior of the group as a whole, notably changes in its capacity to cope, in some sense, with its peculiar situation and to work with its instructor. All this processing requires an enormous amount of
work by men and computers. The question certainly arises whether the results are worth the work, but I believe the question to be unanswerable. The results are certainly not easily generalizable to groups of other kinds.

In the present book, the statistical results are used as a foundation for, as a launching pad for, more intuitive and less quantitative discussions of behavior in the groups. Here the reader will find many suggestive interpretations of characters such as the one who often appears in these groups and whom the authors call the “hero.” The “hero” assails the instructor from an independent and hard-boiled stance, and the other members for their submissiveness towards the course and the instructor, while still identifying with the instructor since the “hero” sees himself as a leader too. But this book is not for the general reader. The persons who will get the most out of it are those who are, or will be, leaders of discussion groups even remotely resembling these, and what they will get are ideas which will heighten their own perceptions, but the validity of which they will have to test for themselves.

Finally, the book leaves some crucial questions unanswered. A course like this is both a fascinating and an unnerving experience for many students. What are its effects? The behavior of students certainly changes as the course goes on. But do the changes persist afterwards, and are the changes in “good” directions? Above all, while the book tells us much about the process of discussion, it tells us nothing about the product—what, if anything, the students learn about interpersonal relations.

George C. Homans, ’28


ONE IS TEMPTED to believe that, had Commodore Perry never existed, Admiral Morison would have had to invent him—so well suited is the subject to his biographer.

For Perry embodied the finest in our naval tradition, of which Morison has written so much and so well. Son of a captain who fought in the Revolutionary War, younger brother of Oliver Hazard Perry, who won the Battle of Lake Erie in the War of 1812, the Commodore comes through as a tough and gallant sailor, totally convinced of the rightness of his cause, but “civilized” enough to combine diplomacy with strength to carry off his crowning achievement, the opening of Japan.

Perry’s early career, as a midshipman in the War of 1812, and as a first lieutenant who helped found Liberia, and his later exploits in hunting pirates in the West Indies, dealing with the Sultan of Turkey and the King of the two Sicilies, commanding a Gulf squadron in the Mexican War and promoting the steam navy, form one of the great stories of 19th Century America as it groped toward its “manifest destiny.”

Almost half the book tells of Perry’s two famous visits to Japan in 1853 and 1854, during which he used a skillful blend of veiled threats, shrewd bar-
gaining, and understanding of the ways of the Japanese to negotiate a treaty providing for limited port calls and fair treatment of shipwrecked American sailors—a treaty which ended, without a shot fired in anger, Japan’s stubborn and total isolation from the world, of nearly two and a half centuries.

There are disappointments in the book, perhaps only because we have come to expect so much from the author. As a minor matter, a dismaying number of Japanese names is spelled incorrectly. For another, the tone is unnecessarily defensive of Perry who, for all his achievements, was not the kind of man you would choose to go on a cruise with (he sorely regretted the Navy’s abolition of flogging).

It is true that, like General MacArthur, Perry recognized the value of “face” and behaved in a pompous and regal manner well suited to his purposes. But the author’s contention that Perry and MacArthur are the two most popular foreigners in Japanese history is a quaint bit of wishful American thinking. Public opinion surveys in Japan show that, of all esteemed Americans, Abraham Lincoln, Thomas A. Edison and John F. Kennedy stand higher. And of Americans who actually visited Japan, some of the early missionaries and educators, such as William S. Clark, who helped develop Hokkaido, and perhaps so recent a figure as former Ambassador Edwin O. Reischauer, would probably win in any popularity run-off.

But the real trouble, for this reader, at least, is the patronizing attitude toward the Japanese—a streak in American thinking that lasts to this day. The author seems to accept Perry’s own messianic view that the American Navy was bringing “civilization” to Japan rather than indulging, however skillfully, in the power politics of his time.

Hence the Japanese are “deceitful” because they resist trade with the Americans. Perry is admittedly “imperious” but never “imperialistic,” although we are told in a footnote that he intended to grab Okinawa from the Japanese if they refused his advances.

The author might have pointed out that Tokugawa Japan, however repressive, had lived in peace from 1600 to Perry’s arrival in 1853: an incredible record compared with that of Europe or America in the same period. Education had been fostered to the point where Japan’s literacy rate compared favorably with our own. Commerce, culture and institutions under Tokugawa rule had reached a high degree of sophistication which made Japan’s subsequent leap to modernization almost inevitable.

Above all, the author might have noted that, within twenty-four years of Perry’s treaty, the Japanese were using the same high-handed tactics against Korea—an imitative act which would take them down the road to successful wars with China and Russia, and a disastrous war against the United States—a tragedy from which they are only beginning to recover.

Perhaps this is asking too much of a biography of Perry, and certainly the tale of the “black ships” steaming into Tokyo Bay, the elaborate diplomacy and entertainment on both sides, the face-saving tricks, bluff and counter-bluff, make a yarn that should not be ruined by too much moralizing.
As Admiral Morison notes, “Never again could it happen, anywhere.” Never again, perhaps, will Perry be judged so uncritically, as we try to unravel the strands of policy that have entangled our destiny so unhappily with that of Asia.

George R. Packard, 3d, ’50


MR. THAYER’S NEW BOOK, his second on political “fringes,” is a journalistic catalogue of American political parties, movements, and leaders “outside the two-party system.” It ranges wide from the American Nazi Party, the National States Rights Party, the Citizens’ Councils and the Minutemen, to the John Birch Society, William Buckley, the Black Muslims, the Communist Party U.S.A., the new Left and the Peace Movement. In a natural and easy style, often touched with humor, the author provides a rich plethora of details culled from extensive trips and interviews. (The jacket informs us that he “traveled over 16,000 miles around the United States, interviewing more than 400 members of America’s minor political parties.”)

Mr. Thayer’s forte is vivid description of extremist antics. An interview with the Ku Klux Klan produced this incident (pp. 102-3):

“One of the Klansmen, a well-dressed middle-aged man with unusually long and wavy hair for a Southerner, semi-humorously backed me against a wall and mockingly began to search me, saying, “Okay, Mr. FBI, where’s the tape recorder . . .” He then put his face about two inches from mine, opened his mouth wide and burst into a forced staccato laugh, all the time poking me for the alleged tape recorder. Then he put his index finger on the center of my chest, put his whole weight on it and, with his face right back up to mine, asked “I’n’ it fun-nee?” The other three seemed to think so because they all laughed.”

It is unfortunate that the full force of Mr. Thayer’s impressive descriptive powers is lost for lack of a clearly articulated conceptual framework. Why does he start with “The Racists,” stick “The Nationalists” in the middle, and end on the left with the “Peace Movement”? Do these subject headings follow each other at random, or is a progression intended from extreme right, through more moderate views, to extreme left? If the latter, the author would have done better to trace explicitly the shifting characteristics as the book progresses.

As the term is used by Mr. Thayer, the political “fringes” comprise whatever is outside the two-party system. This provides, I suppose, what a social scientist would consider a workable definition, an objective test at any point in time. On the other hand, such a definition borders on an abdication of analysis and judgment. There is no fixed content or ideology to “fringe” or “mainstream,” and therefore one can be in the mainstream no matter how demented one’s ideology (Nazi Germany), or on the fringe no matter how sane (the French minority favoring political settlement and withdrawal from Indo-china and Algeria). A closer and more consistent analysis of fringe ideology with
comparison to that of the two-party system, would have provided unifying themes, and would have permitted the author to make judgments which he wrongly shies away from.

By self-imposed restraints, Mr. Thayer has avoided casting light on a number of important questions, including whether certain fringe groups are moving into or out of the mainstream, what factors lead to the ebb and flow of such movements, what would an analysis of fringe groups based on ethnic, economic, educational and geographic backgrounds reveal, whether the far left should command our attention more than the far right, whether we should take any comfort at all in being "mainstream." Certainly, on the basis of his diligently compiled data and probably unparalleled experience in interviewing fringe-groups, Mr. Thayer is well qualified to answer these questions. It is to be hoped that in his next book he will let his readers benefit from his judgment.

Archibald S. Alexander, Jr., ’51


THE RECENT posthumous publication of The New Testament in the Contemporary World is a fitting tribute to the abbreviated teaching ministry given to St. Paul’s School by the Rev. Warren W. Jackson, as a master in the Sacred Studies Department. As reported elsewhere in this issue of the Horae, the School has lost a much beloved faculty member and a true scholar.

This book is a product of several years’ labor accompanied by classroom experimentation. It was first conceived to fill a need for a basic text for use in the Fifth Form Sacred Studies course and reaches its present form as a result of several revisions incorporating improvements suggested by actual classroom use, as well as modifications in format prompted by the request for commercial publication for a larger readership.

To the writing of this book, which focuses upon the relevant correlation of Christianity with our modern technological era, the author brought a unique background: his training as a naval architect and nuclear physicist. Mr. Jackson’s acknowledged intellectual capacities as a scholar appeal to the critical minds of the younger generation, as well as to those who possess a mature religious commitment.

Those who seek to find easy answers to questions concerning the relevancy of, or proofs for, the Christian faith will have to look elsewhere. The work does not proselytize; rather, it presents rationally and in a logical order the intellectual considerations any mature believer must work through before attaining a faith of significant substance.

Former students of Mr. Jackson will remember his succinct way of expressing himself both in classroom and pulpit. Through this book, new acquaintances will now have the opportunity to appreciate his insights and precise style. The tragedy of it is that there will be no more.

Richard L. Aiken
Editorial

A FLOCK of unwieldy words has flown into this issue of the Ilorae, such six or seven syllable monsters as "interdisciplinary," "transdisciplinary" and "intercurricular."

What does this invasion portend? Do these big words signal new ideas, are they merely long tail feathers on old ideas, or does their arrival mean, as we suspect it does, that a world which less and less reverences boundaries is now ready to give certain old dreams a trial?

Note what the coming of the Independent Studies Program has done to the frontiers of the curriculum.

One observes that the article by Lloyd Fonvielle draws no line between the newly popular small special-interest group (described enthusiastically by John Taft) and the ISP projects of individuals—a situation which prompts Mr. Barrett to call that twilight zone of school activity, "intercurricular."

It is therefore no surprise that a number of the approved ISP projects listed by Mr. McDonald have an extracurricular sound. Evidently, the scope of both clubs and curriculum has been enlarged by growing respect for the values of the individual, to a point where these two areas of the School's life now overlap in the no man’s land which once divided them.

In that no man’s land we see established the self-motivating student, the "group of one," giving continuity between the required and the voluntary aspects of school life.

Free passage over frontiers is the theme of Dr. Hoey’s article too. Of course, there have been tentative treaties between “subjects” in many schools, but the Hoey Committee believes the time is ripe (and that the times demand) larger scale experiments in organic reunion of some of the curriculum’s rival disciplines.

Before the disciplines took it apart for convenience of study, knowledge was all of a piece. It is well to be reminded that the “body of knowledge” is no careless metaphor, that our prolonged lessons in anatomy do—for many students—kill the pulse of knowledge and that there are lively alternatives.

THE TRUSTEES have recently authorized establishment of a Memorial Fund within the Endowment Fund, to receive gifts in memory of deceased persons.

Unless the donor or family of the deceased restricts the gift to some other purpose, the Memorial Fund income will be used for the general support of the School.

CORRECTION: We regret that the list of New Boys printed in the Autumn Issue, 1967, omitted the following facts: Willard L. Wood, of the Third Form, is the son of Clement B. Wood, Jr., ’43, and brother of Clement B. Wood, 3d, of the Fourth Form. Willard’s cousin, William P. Wood, Jr., also of the Third Form, is the son of William P. Wood, ’45.
RECENT CHANGES IN THE BOARD OF TRUSTEES

COLTON P. WAGNER, '37, a trustee for two years during his term as President of the Alumni Association, 1962-64, was elected to a four-year term in June, 1966. He has served the Alumni Association in many ways: as a form agent, member of the Executive Committee, Vice President, President, and for three years Chairman of the Fund. A graduate of Harvard ('41) and Harvard Law School ('48), he was executive officer of U.S.S. Slater on convoy duty during World War II. He is now a member of the New York law firm of Humes, Andrews & Botzow.

Mr. Wagner has been president of the school board of Central School District No. 3, Oyster Bay, Long Island, and an officer of the Oyster Bay Republican Club. At present, he is a Republican committeeeman for his election district, an active member of the Nassau County Conservation Commission and is a director of the Hempstead Bank. He and Mrs. Wagner have a daughter and two sons, the older of whom, Charles, is in the Fourth Form.

KAIGHN SMITH, M.D., '46, elected to the Board of Trustees at Anniversary, 1967, is assistant professor of Obstetrics and Gynecology at Jefferson Medical College. After graduation from Harvard in 1950, he studied at the University of Pennsylvania School of Medicine, receiving his M.D. in 1954. His career in the field of his specialty since then has included internship and residency at the Hospital of the University of Pennsylvania, two years’ service on the staff of the U.S. Naval Hospital, Pensacola, Florida, and teaching at the University of Pennsylvania School of Medicine and Jefferson Medical College, with affiliation to hospitals in the area.

Author and co-author of numerous articles on aspects of obstetrics and gynecology, Dr. Smith is also an enthusiast of small boat racing and cruising. He married Ann Robbin in 1950. The Smiths have two daughters, Gay and Laura, and a son, Kaighn, Jr.

FACULTY NOTES


Engaged: David S. Barry, Jr., '58, to Miss Jane Morgan McCall, daughter of Mr. and Mrs. Ronald H. McCall, of Arlington, Massachusetts. Barry is a member of the Classics Department.

Maurice R. Blake, head football and lacrosse coach, gave a talk on schoolboy football and the changes it has undergone in the last fifteen years, at the Concord Rotary Club, in early December.

The Rev. David O. Cowles (1954-1958) resigned in November as rector of Christ Episcopal Church, Norwich, Conn., where he had served for seven years. During his term of office, the parish’s annual giving nearly doubled. Mr. Cowles was also active in community and
area affairs, having been chairman of the Social Planning Council for Southeast Connecticut, and an officer or member of many like groups.

The Faculty Basketball Team, made up of the Messrs. Doucette, Dunbar, Lederer, Mancuso, Mayer and Potter, ran up a score of 113 to 100, over a team comprising patients and employees of the Concord State Hospital, in early February.

Sr. Rafael Fuster rejoined the Faculty at the start of the Winter Term, having delayed his return from Spain in order to care for a severe hip injury suffered by his father.

Paul T. Giles of the Music Department was elected president of the New Hampshire Philharmonic Society and Orchestra, at the Society's annual meeting in October. Mr. Giles has been first clarinettist with the orchestra for the past eight years.

The Rev. Warren W. Jackson (1958-1967) died in Rome, Italy, November 18, 1967. (See special article below.)

B. Hoff Knight (1954-1958), formerly of the French Department, who has been in Turkey with the United States Information Service since leaving St. Paul's, is now on the faculty of Williston Academy, as assistant head of the French department.


William A. Oates, Administrative Vice Rector, was elected treasurer of the New Hampshire Educational Broadcasting Council, at the Council's annual meeting, last fall.

Daniel K. Stuckey (1948-1967) has been reappointed chairman of the Latin Examining Committee of the College Entrance Examination Board. This will be his sixth year as chairman and his tenth on the Committee, which includes seven members drawn from universities, colleges and secondary schools throughout the United States. (See page 27 for a report of the work of the “Hoey Committee,” on which Mr. Stuckey served during his last year as head of the Classics Department.)

Gerry E. Studds of the Public Affairs and History Departments acted as State Campaign Coordinator for the McCarthy for President Steering Committee in New Hampshire.

Sheldon B. Sturges, in his second year in the French Department, left St. Paul's in January to join the Massachusetts National Guard, and he has been replaced by Charles Lockman, a graduate of the University of North Carolina.

EMERITUS

The Editor received a letter in mid-February from Mr. and Mrs. Horace A. Sherman (1945-1963), from their winter home in Key Largo, Florida. Enthusiastic travelers and “freighter bugs”, to use Mr. Sherman's own phrase, the Shermans had just returned from a thirteen-day cruise in the Caribbean. Other travels they have enjoyed since retirement include a trip to Panama via Norwegian freighter (unfortunately coinciding with the Panama school flag incident) and return by Swedish freighter to San Francisco and transcontinental bus to Daytona, Florida; and, in 1963 and 1966, freighter trips around the world and along the east coast of South America. The Shermans stay in Florida until April, when they return to Honeoye, in the Finger Lakes section of New York. “My early days,” Mr. Sherman writes of Honeoye, “were spent in this region and we enjoy the months here, renewing old friendships and keeping active in local affairs.”

WARREN W. JACKSON

MASTER 1958-1967

Warren Winfield Jackson was born in New York City, August 18, 1921. Attended Port Richmond High School, Staten Island, N. Y., and Webb Institute of Naval Architecture, graduating in 1943, B.S. in naval architecture and marine engineering. A naval lieutenant

WARREN JACKSON and I arrived at St. Paul’s as new masters in the fall of 1958 and first got to know each other as “rival” coaches of lowly and under-strength football teams. It seemed incongruous that a man of his wide ability and intellectual gifts should devote the afternoons to an activity in which he had no interest and for which he had no aptitude. Certainly he grumbled from time to time—he was no advocate of holy silence—but he realized the value of human contacts, even in situations remote from his real concerns.

Over the years, and increasingly since his death, we heard him referred to as “our scholar,” “our intellectual.” It is doubtful whether he enjoyed these appellations, but they did amuse him. An ivory tower intellectual would not be likely to settle down in any boarding school and submit himself to the heavy load of classes, preparations and corrections, coaching, committees, meetings, meals, study halls and all the rest. The fact that this gentle person chose to do so, to start a new career at the age of thirty-seven within the rough and tumble of our corporate school life, demonstrates his commitment to live among people, not to select the rarified air of the “pure” scholar. Happily, his intellectual strength won him the respect of colleagues and students and, though he often humbly wondered whether he had found the right place for himself, he came to recognize the value of his contribution to our community.

Whether in the pulpit, where he was noted for incisiveness and brevity, in the classroom, or elsewhere, Warren showed an inquiring, highly trained mind; a wide range of knowledge and of interests. He asked that at least the seeds of these qualities should be displayed by his students and friends; but he asked with such gentleness and good humor that while we were benefiting from his mind and personality we never felt that our shortcomings would be rebuffed.

He was a marvelous listener. We were conscious of talking to someone who would remain totally unsentimental but would listen with warm understanding and a truly human responsiveness—a rare and remarkable person, whose influence will continue to affect our lives.

James Greaves
FORM NOTES

1879
Among ten oarsmen of the pre-World War I era chosen for the Harvard Varsity Club Hall of Fame in October, 1967, was the late Robert P. Perkins, stroke and captain of the Harvard Varsity crew of 1884.

1919
Dr. Louis F. Bishop was a guest speaker at the “Silver Jubilee” Medical Congress, in Bombay, India, in November, 1967. His subject was, “The Management of Refractory Heart Failure.”

1921
Ostrom Enders, retired chairman of the board of the Hartford National Bank and Trust Company, is one of three men who will receive awards for distinguished service at the fortieth anniversary banquet of the Connecticut-Western Massachusetts Region of the National Conference of Christians and Jews, April 22, in Hartford, Connecticut. The other recipients of these “National Human Relations awards” are to be Dr. Jerome B. Wiesner, provost of Massachusetts Institute of Technology, and John Hersey, author and master of Pierson College, Yale University.

1923
Charles E. Bohlen has been transferred to Washington from his post as United States Ambassador to France, to become Deputy Under Secretary of State for Political Affairs, a position which became vacant upon the retirement of Foy D. Kohler at the end of 1967. A thirty-nine year veteran of the Foreign Service, Mr. Bohlen was honored by the presence of President Charles de Gaulle of France, at a farewell luncheon in Paris. “We have found you a diplomat of the highest order,” said President de Gaulle to the Ambassador. “I raise my glass in your honor; in honor of Franco-American friendship.”

1925
A pastoral exchange took the Rev. Francis A. Drake and his family to Bournemouth, England, for three months last summer. He took the place of the regular minister of the Moordown Congregational Church who, in turn, came to Drake’s parish at Schroon Lake, New York. The Drakes ended the summer with a month of motoring on the Continent.

1926
Married: George H. Hodges to Mrs. Mary Bennett Thornhill, daughter of the late Mr. and Mrs. Joseph A. Bennett of New York, November 22, 1967, in New York City.

Craig Wylie became the editor-in-chief of Houghton Mifflin Company, Boston book publishers, on January 1. He joined the company in 1946 and had been executive editor of the trade division before this advancement.

1927
Lyttleton Fox is associate professor of Law at Seton Hall University, teaching International and Corporation Law.

Wyllis Terry, Jr. has become managing vice president of the Philadelphia office of Lukens, Savage & Washburn, a division of Alexander & Alexander, international insurance brokers.


Samuel P. Weston has started a new career as librarian of a country day school in La Jolla, California. He is also in charge of public relations, is the school newspaper advisor and is director of alumni affairs and fund-raising for the school, which has about 500 students. He reports to his Form Agent that he is marvelously underpaid for all this activity.

Morgan D. Wheelock has been elected president of the Harvard Club of New York City.

1929
Henry McIlvaine Parsons, Ph.D. has been elected president of the Human Factors Society, for which he has been managing editor for several years. The society comprises fifteen hundred researchers and practitioners in
this field of psychology. Parsons and his wife made a trip around the world last summer, including a safari in Kreuger Park, South Africa.

1931

James E. Hogle, a partner in the Salt Lake City securities firm of Goodbody & Company, was made a member of the Venerable Order of the Hospital of St. John of Jerusalem in ceremonies held at the Cathedral of St. John the Divine, New York, in October. Members of the order, which dates back to the Crusades, aid in the development and services of the hospital in Jerusalem.

1934

Henry M. McAdoo, formerly executive vice president of Nice Ball Bearing Company, has become president and chief executive officer of the company.

1936

Charles D. Dickey, Jr. became executive vice president of Scott Paper Company in the latter part of 1967.

1937

The Rev. Dr. James R. MacColl, 3d has resigned as rector of St. Thomas' Episcopal Church, Whitemarsh, Pennsylvania, effective in June, to become national director of professional services of the Academy of Religion and Mental Health. The academy, which promotes closer understanding and contacts between physicians, psychiatrists, social scientists and clergymen, has branches in seventy cities.

Born: to Eric P. Swenson and his wife, Ann, a daughter, Alexandra Brooke, Swenson's fifth daughter and seventh child, May 23, 1967.

Charles G. K. Warner is a professor of history at the University of Kansas.

1941

John Q. Adams has been elected senior vice-president for bonds and stocks, of the John Hancock Mutual Life Insurance Company, Boston.

As the of end of 1967, Lt. Col. Morris D. Cooke, USMC, was on assignment as chief of the information collection section of G-2, Third Marine Amphibious Division, at Da Nang, Vietnam.

The Rev. H. Boone Porter, Jr. is the author of two books recently published by the Seabury Press: "Growth and Life in the Local Church" and "A Prayer Book for the Armed Forces."

1942

At Thompson Academy, an independent boys' school for Grades 9 to 12, located on a 157-acre island in Boston Harbor, George
Wright is the director of studies and a teacher of history and English. First established in 1814 as The Boston Asylum for Indigent Boys, the school merged in 1833 with the Boston Farm School and moved to Thompson's Island, the site being chosen, despite its isolation, because it was ideally suited for emphasis on farm work. Over the years, there have been several changes of name, and the curriculum has evolved to provide a choice of preparation for college, business, or technical school. There are 100 boys and a faculty of 12. Not only does the school own the entire island, but it also owns and operates a thirty-five foot boat, with a capacity of thirty-one people, which runs a regular schedule of eight trips a day between Thompson's Island and City Point in South Boston. Traditionally, the school operates not by tuition but by gifts, and admits only boys of limited financial backing who are "not functioning" in the environment of their home or community. "The boys are free," Wright says, "to visit their homes or friends about three week-ends out of four. This is an attempt to deal with 'isolation.' There are regular interscholastic schedules in football, basketball, baseball, and for the first time this year, in hockey. We practice two hours a week at the South Boston M.D.C. rink."

1943


1944

Born: to Edward de Lobkowicz and Mrs. de Lobkowicz, their fourth child, a daughter, Marie Gabrielle Anita Irene, June 11, 1967.

Seymour H. Knox, 3d has been elected to the board of directors of F. W. Woolworth Company. He has also been re-elected president of the United States Squash Racquets Association and of the Y.M.C.A. of Buffalo and Erie County.

1946

Born: to Clifford V. Brokaw, 3d and his wife, Elizabeth, twin sons, Clifford Vail, 4th and George Rogers, November 27, 1967. Brokaw is a general partner in the New York investment banking firm of Dillon Eastman, Union Securities & Co.

Harry R. Neilson, Jr. has been elected president of the board of trustees of Lankenau Hospital, Philadelphia, Pa., continuing a family tradition of close interest in the institution, going back ninety-six years.

After sixteen years in the United States Foreign Service, most recently as second secretary in the Embassy at Buenos Aires, Richard D. Tucker, Jr. resigned in January and, with his wife and five sons, has established a fishing resort, the Rainbow Bend Fishing Club, in the middle Florida Keys.

1948

Married: John H. I. Brokaw to Nannette C. Cavanagh, daughter of Mr. and Mrs. Edward F. Cavanagh, Jr. of New York City and Glen Cove, Long Island, December 2, 1967, at Glen Cove.

1949

Engaged: Robert S. Boit to Miss Agnes B. Harding, daughter of Mr. and Mrs. Henry W. Harding of Chestnut Hill, Massachusetts, and Clinton, New York. Boit is a vice president of The First National Bank of Boston.

There will be a show of paintings and drawings by Francis de L. Cunningham, Jr. at the Hirschel and Adler Galleries, 21 East 67th St., New York City, from April 9-30.

Married: John R. Wagley to Miss Elizabeth S. Landreth, daughter of Mr. and Mrs. Edward Swain Landreth of New York City, January 10, 1968, in New York City. Wagley is with the Equal Employment Opportunity Commission, Washington, D. C.

1950


1951

H. Felix Kloman was named in October to be an assistant vice president of Alexander & Alexander under the terms of a merger arranged with Lukens, Savage & Washburn, insurance agency, with which Kloman had been associated previously.

Richard V. Stout served as chairman of clubs and organizations for the 1968 Heart Fund campaign, in Dedham, Massachusetts.

Married: Peter T. Winans to Mrs. Frances Johannes Allerton, daughter of Mrs. Harold V. Johannes of Green Bay, Wisconsin, and the late Mr. Johannes, December 14, 1967, in South Orange, New Jersey.

Married: William Michael Cushman, Jr. to Mrs. Gloria Reeder Fleming, daughter of Mr. and Mrs. Fay S. Reeder of San Francisco and Yuma, Arizona, December 18, 1967, in New York City.

1952

Married: Robert Morgan King to Miss Laura T. Bethea, daughter of Mr. and Mrs. Osborne Bethea of New York City, December 9, 1967, in New York City. King is a product administrator with the International Business Machines Corporation in White Plains, New York.

1954

Selden B. Daume, Jr., formerly senior associate and director of marketing for The Blunt Company, management consultants of Detroit, was appointed in December to be investment representative of Apache Oil & Gas Programs, Inc., a subsidiary of Apache Oil Programs of Minneapolis, with an office in Detroit, Michigan.

1955

Mac Roy Jackson, Jr. is president of the York County Baseball Club, Inc. of York, Pennsylvania.

Engaged: Richard Rowland Stebbins, Jr. to Miss Pamela Garland, daughter of Mr. and Mrs. George E. Garland of Pelham Manor, New York.

1956

Engaged: Yale Kneeland, 3d to Miss Margot H. Paul, daughter of Mr. and Mrs. Norman Stark Paul of Washington, D. C.

Morris Lloyd, Jr. has been named an assistant vice president of Alexander & Alexander, international insurance brokers.

Engaged: Thomas Handasyd Perkins to Miss Bonnie Campbell, daughter of Mr. and Mrs. James G. Campbell of Princeton, New Jersey, and Hyannisport, Massachusetts.

1958

Born: to Archibald Cox, Jr. and his wife, Cornelia, a son, Archibald, December 28, 1967.


Born: to Calvin W. Farwell and his wife, Jill, their first child, a daughter, Sarah Whitecomb. Farwell is working for a Ph.D. in Physics at the University of California, Berkeley.

Married: Robert Alan Lukens to Miss Elizabeth S. Taylor, daughter of Mr. and Mrs. Lane Taylor of Miquon, Pennsylvania, February 17, 1968, in Whitemarsh, Pennsylvania.

The SPS Rifle Club has been happy to hear of a distinction recently received by one of its former team captains, David Ross, 3d. In a tournament at the Marine Corps school, Quantico, Virginia, new team records were set in the four positions and Ross equalled the National Reserve record for the prone position. He is now expected to be invited to the tryouts for the U. S. Olympic team in San Antonio, Texas, early this summer. (In forwarding this news to the Horae, Mr. Gerhard R. Schade, rifle team coach at SPS, has sketched the history of shooting at the School: It may have begun in an unorganized fashion before 1920, but did not become a recognized sport until the Rifle Club was founded by the late T. K. Fisher, ’13, in 1934. Trap shooting was introduced by Colonel C. E. Rexford and coached by him for more than 25 years. Until recently, when stricter state laws made it impossible, the late E. D. Toland, ’04, and Herr Schade himself were able to conduct small hunting expeditions in the surrounding woods from Hopkinton to North Weare with the more reliable boys. With an excellent indoor .22 range and fine provisions for trap and skeet shooting, the sport now gives boys a worthwhile side activity from the end of the football
season through the winter term.

Engaged: Frederic Winthrop, Jr. to Miss Susan B. Shaw, daughter of Mr. and Mrs. Robert Hallowell Shaw of Concord, Massachusetts. Winthrop is in business in Bangkok, Thailand.

Engaged: John F. Wood, Jr. to Miss Anne Marie Spiegel, daughter of Mr. and Mrs. Maurice Spiegel of Butler, New Jersey.

Alfred J. Yardley, Jr. has been appointed as a field representative for CARE, in Tunisia, where his work will include the administration of a school feeding and self-help assistance program.

1959

Samuel B. Johnson has enrolled at the University of Indiana, Bloomfield, Indiana, for courses leading to a master's degree in Latin American studies. Johnson has been acting as field guide and Spanish instructor with a group of students from Clark University, assigned to a work program in Barranquitas, Puerto Rico. He had previously served for two years in the Peace Corps in Colombia, South America.

Engaged: Anthony P. Lovell, M.D. to Miss Kathleen Pelkey, daughter of Mr. and Mrs. Edwin Michael Pelkey of Wilton, Connecticut. Lovell is an intern at the H. C. Moffit Hospital, University of California Medical Center, San Francisco.

Married: Sheldon E. Prentice to Miss Laurie Harris, daughter of Mr. and Mrs. Richard L. Harris of New York City, February 10, 1968, in New York City.

Married: Grant Barney Schley, Jr. to Miss Stella Cochran, daughter of Mr. and Mrs. Dwight M. Cochran of Hillsborough, California, October 1, 1966, in San Mateo, California.

Married: David B. Vietor to Miss Effi I. Kosin, daughter of Mr. and Mrs. Rueiger Ernst Kosin of Palos Verdes Estates, California, December 16, 1967, in New Haven, Connecticut.

Engaged: Samuel Dexter Warriner, 2d to Miss Jane Linda Trimmingham, daughter of Mr. and Mrs. Kenneth Fenton Trimmingham, Jr. of Paget, Bermuda.

1960

Engaged: Lt. William Whitehead Burnham, USAF, to Miss Alice Eleanor Butler, daughter of Mr. and Mrs. John Grier Butler of Mentor, Ohio.

Having obtained a doctor's degree in Theoretical Mathematics a year ago, George Erskine Cooke currently has an appointment to the Institute for Advanced Studies, Princeton, New Jersey.


Married: C. Dixon Kunzelmann to Miss Joan Margaret Atwood, daughter of Mr. and Mrs. Rawson Atwood of Rumson, New Jersey, February 3, 1968, in Rumson. The Rev. G. P. Mellick Belshaw, '47 performed the ceremony.

Engaged: Alfred Lee Loomis, 3d to Miss Priscilla Eaves, daughter of Mrs. Albert B. Crutcher, Jr. of New Orleans, and Mr. Norman Eustis Eaves of New York City.

Francis E. Perkins is a member of the law firm of Powers, Hall, Montgomery & Weston, in Boston. He passed his written examination for admission to the Massachusetts Bar in October.

Married: Eugene H. Pool to Miss Priscilla Jane Choate, daughter of Mrs. J. Swan Choate of Bedford Village, New York, and Mr. Joseph H. Choate, 3d of Groton, Massachusetts, February 24, 1968, in Dennis, Massachusetts.

Engaged: Pfc. Winthrop Rutherford, Jr., USMCR, to Miss Mary Spratt Kernan, daughter of Mr. and Mrs. Walter A. Kernan of New York City and Cold Spring Harbor, New York.

Peter F. Wright, M.D., graduated from Harvard Medical School in June, 1967, and is presently in an internship in pediatrics at Children's Hospital, Boston. He and his wife, Penny, have a ten-month old son, Timothy.

1961

2nd Lt. John Winthrop Aldrich, USA, is serving as adjutant of the Military Ocean Terminal, Bayonne, New Jersey, the Defense
Department’s principal cargo shipping point on the East Coast.

**Engaged:** John Clarkson Jay, Jr. to Miss Surrey Cronin, daughter of Mr. and Mrs. John J. Cronin, Jr. of Short Hills, New Jersey.

2nd Lt. Curtis Lynch was at last report serving with the United States Army Security Agency in the Mekong Delta, Vietnam.

**Engaged:** Robert W. Rounsavall, 3d to Miss Mary Foote, daughter of Mr. and Mrs. William J. Foote of West Hartford, Connecticut.

1962

**Married:** Ellerbe Powe Cole to Miss Carol Elizabeth Irvine, daughter of Mrs. George Irvine, December 30, 1967, in Cambridge, Massachusetts.

**Engaged:** Peter H. Moyer to Miss Elizabeth Burns, daughter of Mr. and Mrs. James D. Redwine, Jr. of Brunswick, Maine.

**Engaged:** Peter G. Stillman to Miss Sarah Lee Shields, daughter of Dr. and Mrs. Joseph Dunbar Shields, Jr. of Concord, New Hampshire.

1963

Among new masters at the Malcolm Gordon School, Garrison-on-Hudson, New York, last fall, was David C. Gordon, grandson of the founder. He is teaching English, Mathematics and Current Events.

**Engaged:** Charles Scudder Marshall to Miss Constance Bull, daughter of Mr. and Mrs. John H. Bull of Omaha, Nebraska.

**Engaged:** George A. Nelson, 3d to Miss Michaela A. Cameron, daughter of Mr. and Mrs. Alexander Cameron, 3d of Reading, Pennsylvania.

1964

**Robert D. Claflin,** dean’s list student at Harvard, was executive producer of the 120th production of the Hasty Pudding Club Theatricals, in March.

**Engaged:** Donald Terence Lichty to Miss Susan Bayne Carey, daughter of Mr. and Mrs. Harry Hill Carey of Sudbury, Massachusetts.

**Married:** David Malcolm McVeigh, 2d to Miss Robin S. Seidlitz, daughter of Mr. and Mrs. Charles N. Seidlitz, Jr. of Kansas City, Missouri, December 22, 1967, in Kansas City.

**Engaged:** James G. Niven to Miss Fernanda Wanamaker Wetherill, daughter of Mrs. Donald S. Leas, Jr. of Philadelphia and Southampton, Long Island, and Mr. Francis D. Wetherill of Philadelphia.

1965

Christian A. Herter, 3d has joined the copy department of George A. Douglas Associates, Inc., Boston advertising agency and public relations firm.

**Married:** Jan Louis Rieveschl to Miss Barbara Hayward Pearce, daughter of Mr. and Mrs. Frederick William Pearce, Jr. of Grosse Pointe, Michigan, June 16, 1967, in Grosse Pointe.

**Engaged:** Peter P. Twining to Miss Deborah Saltonstall, daughter of Mr. and Mrs. William G. Saltonstall of Marion, Massachusetts.

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THE HONOR ROLL

1st Lt. Peter Wyeth Johnson, ’62, U. S. Army Special Forces, was killed instantly by rifle fire, leading an assault on enemy positions near Qui Nhon, a coastal city in the Vietnam central highlands, February 13, 1968. He had spent most of his five months in Vietnam in that vicinity, as intelligence officer for a detachment of the Fifth Special Forces Group (Airborne), responsible for the operations of six area “A” camps of the Special Forces.

Born in Cooperstown, N. Y., July 31, 1944, Peter Johnson grew up a boy of
the woods, brooks and open fields at Wilton, Connecticut, where he spent his childhood and had his early schooling. He entered St. Paul’s as an Honor Scholar in 1958 and graduated four years later with honors in English, French and Public Affairs.

He was on the Delphian hockey team for two years, played Delphian and SPS soccer in his Sixth Form year and rowed on the Halcyon crew. In addition, he was a member of the Dramatic Club and Cercle Francais and of the Cadmean and Shavian Societies, secretary of the John Winant Society and a head editor of the Horae.

His military training, following two years at Harvard, began with enlistment in the Army in February, 1965, and was marked by high achievement in Officer Candidate School and in the Special Forces schools for which he later volunteered. In March, 1967, he completed the officers’ course at the School of Special Warfare at Fort Bragg, N. C., twelfth in a class of 169 and, after further specialized training, left for Vietnam, September 9, 1967.

It was his hope to re-enter Harvard after his tour of duty ended; ambition had begun to point him to some form of public service in which he could emulate such men as John F. Kennedy and Winston Churchill.

Always marking out his own path, he pictured with gusto, in a letter to his parents from Germany two years ago, the incredulity of a lieutenant who had come on him early one morning, not in his pup tent but fast asleep in his “sack” in several inches of snow, face up to the stars.

A classmate writes that his friends will “remember Peter best in conversation, galvanized by some story or joke, gesturing, dramatizing, throwing off mountains of words with originality and wit. He had a matchless sense of nonsense that suited many of us, a tireless, various, breathtakingly inventive genius for fancy and repartee. All his qualities were those of robust and headstrong life; a strong frame, a big voice, high spirits, and a powerful determination to try his hand at anything that circumstance threw his way. In school and college and in the Army, he sought his own level, powerfully consuming experience and reflecting on it until the end.”

He is survived by his parents, Mr. and Mrs. Peter W. R. Johnson, of
DECEASED

Word of the death of the following alumni was received too late for preparation of notices in this issue:

Donald McKesson, '98—died Dec. 6, 1967
Evelyn du Pont Irving, '05—died Feb. 15, 1968
Ralph Weiler, '13—died December 7, 1967

'93—Ernest High Noyes died at Naples, Florida, March 18, 1962, according to late information received by the Alumni Association. He attended St. Paul's from 1889 to 1894; then Yale, where he graduated from the Sheffield Scientific School in 1897. He was vice-president of his Class at Yale from 1942 until his death. His entire business career was in the Aluminum Company of America, from which he retired in 1936 after thirty-four years of service. His wife, the former Ella K. Crutcher, whom he had married in 1902, died in 1961. Surviving at the time of his death were his daughter, Mrs. Horace M. Carleton; three grandsons (including John H. Noyes, Jr., '48) and nine great-grandchildren. He was also the father of the late John H. Noyes, '22.

'96—Frank Mauran Rhodes died on Martha's Vineyard, his long time summer home, October 30, 1967. He was born in Philadelphia, November 20, 1877, the son of James Mau ran and Emily Borie Rhodes. When he was less than a year old, his mother—a niece of President Grant's Secretary of the Navy—introduced him to the President, who declared, "He's the living image of my son Buck!" thereby fixing on him the nickname, "Bucky", which he carried all his life. He attended St. Paul's for four years, becoming a first rate cricketer and captain of the Old Hundred eleven. From St. Paul's he went to Lawrenceville School for a year; then to Princeton, where he graduated in the Class of 1900. He was a volunteer in Battery A of Philadelphia, Pennsylvania National Guard, in Puerto Rico during the latter part of the Spanish-American War and the ensuing occupation. For a number of years he was associated with the Philadelphia Gas Company, but upon the discovery of natural gas in Kansas he was sent to Kansas City to establish an office. This office later grew into the Kansas City Natural Gas Company. In more than fifty summers on Martha's Vineyard, he had become something of a tradition. A fine sportsman, winner of trophies for tennis, golf and squash racquets, he enjoyed teaching boys to cast, and at one time had more than three dozen rods which he loaned out to his young pupils. He took quiet pride in the Carnegie
The death of the last surviving member of this 1896-97 SPS hockey team, C. B. Levey, is reported below. This was the first SPS team to play a Christmas holiday game in New York, but that game was the second in the traditional series. (The previous year’s team, which played the first game in New York, in April, 1896, had had to give up plans for what would have been the first Christmas game, when new equipment failed to arrive in time.) Back row, left to right: Coach M. K. Gordon, '87, A. C. Coxe, Jr., '97, J. H. Coit, ’81, A. S. Alexander, '97, C. Campbell, '97. Middle row: R. D. Pruyn, '98, T. P. Peckham, '97, A. M. Henderson, '97, C. B. Levey, '97, G. J. Cooke, '97. Front row: J. C. Cooley, '96, and E. MacB. Byers, '97.

'97—Charles Bispham Levey, last surviving member of the SPS hockey team which played the first of the traditional December games in New York, died in New York City, December 2, 1967. He was born in Elizabeth, New Jersey, November 21, 1878, the son of Frederick Harrington and Margaret Chetwood Levey. During his five years at St. Paul’s, there were rapid developments in the game of hockey, including reduction from the 11-man to the 7-man team, and in April of 1896 hockey was formally introduced to New York City in a match between an SPS team and an alumni team at the St. Nicholas Rink. Levey was a member of the SPS team of 1896-7 which played in New York on December 19, 1896, the opponents again being SPS alumni. He played also on the Isthmian hockey team and in the spring of 1897 was both School cricket captain and winner of the annual handicap tennis tournament. Graduating from Yale in 1901, he entered his father’s business, the Frederick H. Levey Company.
Inc., manufacturers of printing ink, which, when he had been president of the company for some years, was merged into Columbia Carbon Company and later still into Cities Service, Inc. In the summer of his graduation from Yale, with a group of classmates, he chartered the boat “Algerine,” under Captain John Bartlett, veteran of six arctic trips with Peary, for a two-month excursion into the North, including the hunting of polar bear. At one stage of the journey, they were mistakenly reported to be missing and presumed dead. Mr. Levey was an enthusiastic yachtsman and a former commodore of the Conanicut Yacht Club, and he had held membership also in many other clubs in New York and London. His wife, Margaret Page Levey, to whom he was married in 1931, died in 1963. He had no surviving close family.

'09—Philip Walton Livermore died in New York City, May 8, 1967, in his eightieth year. A former managing partner of Morgan, Livermore & Company, New York stockbrokers, he retired in 1935. He served overseas in World War I, as a major in the Army Ordnance Department, and in August, 1918, was made deputy chief liaison officer for the A.E.F. with the French Army, winning the Distinguished Service Medal and the French Legion of Honor. Surviving at the time of his death were his wife, the former Fannie G. Iselin; a son, Philip G. Livermore, '28, and two daughters, Francesca Livermore and Mrs. Hope L. Wheelwright (the latter being since deceased).

'02—Ephron Catlin, Jr., died in Needham, Massachusetts, December 12, 1967. He was born in St. Louis, Missouri, July 29, 1885, the son of Ephron and Camilla Kaiser Catlin, and attended St. Paul’s for two years, being co-winner of the lawn tennis doubles championship in 1902 with the late G. Zinn, '03. From St. Paul’s he went to Harvard, graduating in the Class of 1906. During the years 1908-24, he ran his own business in St. Louis; then, in 1928, he moved to New York City and became associated with the Pittsburgh Plate Glass Company, of which he was sales manager until his retirement in 1955. He served as an ensign in the aviation section of the Naval Reserve during World War I at the Great Lakes Training Station and in Pensacola, Florida. He is survived by his son, Ephron Catlin, Jr.; one grandson, and a sister, Mrs. Emily Shepley. His wife, the former Emma Drew of St. Louis, died in 1962.

'02—Richard Lounsbery died in Paris, France, November 6, 1967, at eighty-four. A native New Yorker, he was the son of Richard Purdy and Edith Haggin Lounsbery. He attended St. Paul’s for four years, 1896-1900, and graduated from Harvard in 1906. After working for a time in Wall Street, in the family banking concern, Lounsbery & Company, and after a year gaining experience in almost every department of his grandfather’s Homestake Mine in South Dakota, once the nation’s largest producer of gold, he joined the investment banking house of J. B. Harris & Company in New York City. During World War I he served as a lieutenant in the Army. His greatest interest was in art, particularly sculpture, of which he had been a student in Paris between the wars. He continued to live in France for a part of every year, except the years of World War II, until his death, and also maintained a residence in New York and for a time in Newport, Rhode Island. He was an able and enthusiastic golfer and a member of many clubs in Paris and New York. Surviving is his wife, Vera Victoroff Lounsbery, to whom he was married in 1928.

'02—Rufus Story Rowland died in Plainfield, New Jersey, his lifelong home, January 12, 1968. The son of David Hall and Alice Story Rowland, he was born March 20, 1884, in Bergen Point, New Jersey, and entered St. Paul’s in the fall of 1897. He is remembered as a good tennis player and as captain of the Old Hundred hockey team in the winter of his Sixth Form year. After graduation in 1902, he went to Yale, becoming a varsity hockey player and receiving his degree from the Sheffield Scientific School in 1906. For a time he worked in his father’s bank, then entered the New York brokerage firm of Joost, Patrick Company (later H. T. Carey, Joost & Patrick) in which he became a partner and remained actively associated until shortly before his death. He and Mrs. Rowland, the former Margarita Frew, to whom he had been married soon after graduation from Yale, celebrated their 60th anniversary in December, 1966. At various times he had served Plainfield
as member and president of the Common Council and as a member of the Board of School Estimate and Board of Health. He had also been a Union County freeholder from 1945 to 1951 and a governor of Muhlenberg Hospital. A good golf player, he was long an active member of the Plainfield Country Club. He is survived by his wife; a son, Rufus Story Rowland, Jr., '31; three daughters, Mrs. Virginia R. Clark, Mrs. Patricia K. Romeo and Mrs. Emily R. Childers; five grandchildren and two great-grandchildren.

'04—Joseph Dilworth died at his home in Fox Chapel, a suburb of Pittsburgh, November 4, 1967. He was born in Pittsburgh, October 29, 1886, the son of Lawrence and Virginia Crossan Dilworth, and entered St. Paul's in the fall of 1900. A member of the Cadmean and the Glee Club, he was also treasurer of the Athletic Association. In his year of graduation, he was Isthmian football quarterback and a substitute on SPS football, and was captain of the Isthmian hockey team. From St. Paul's he went to Yale, where he was elected president of his class, graduating from the Sheffield Scientific School in 1907. His early business years were spent with Dilworth, Porter & Company and the Witherow Steel Corporation of Pittsburgh. Later, he was for many years assistant to the president of the Westinghouse Corporation. He had also been president of Pittsburgh Parking Garages, Inc. and had been a member of the boards of other business concerns. For five months before American entry in World War I, he was a volunteer in the Norton Harjes Ambulance Service with the French Army, and later had assignments both in the United States and France as a lieutenant in the U. S. Air Service. As a citizen of Pittsburgh his services were notable. He was a founder of the Community Chest and actively associated with the Pittsburgh Welfare Fund, for which he was general chairman in 1930. A public citation presented to him at the close of the latter service praised the energy, intelligence and heart exemplified in both the plan and execution of the campaign. At the time of his death he was serving on the boards of Shadyside Hospital, the Pittsburgh Skin and Cancer Foundation and the Pittsburgh Regional Planning Association. He is survived by his wife, the former Barbara Winston Brown; two daughters, Elizabeth Sharpless Dilworth and Louise Dilworth Bodine (wife of William W. Bodine, Jr., '38), and four grandchildren.

'09—Thomas Windeatt Potter, retired naval commander, died January 11, 1968, in New York City. The second of five brothers to attend St. Paul's, he was born May 14, 1891, the son of Edward C. Potter, '79, and Emily Havemeyer Potter, in Westchester Village, New York. He attended the School from 1904 to 1908. At the outset of World War I, he did ambulance work in France with the American Field Service. This was followed by nine months with the Lafayette Flying Corps in France and more than a year of service in Army and Naval Aviation in the United States, first as a student of aerodynamic engineering at Massachusetts Institute of Technology and later in naval air stations in Florida. His naval career was climaxcd by five years' service as a commander in the United States and in the Pacific Theater during World War II. The Croix de Guerre was among his many decorations from the two world wars. After 1930 he held a variety of civilian banking, engineering and aviation positions in New York and Washington, D. C. Surviving are his four brothers, Edward C. Potter, Jr., '03, Theodore H. Potter, '12, Charles R. Potter, '15 and Richard H. B. Potter, '19; and five sisters, Mrs. W. Gordon Cogan, Mrs. Charles H. Jackson, Mrs. Eugene J. Cronin, Mrs. Julia Kaesche, Sister Mary Aloysius and Mrs. John W. Harris.

'10—John Crossan Hays died at his home in the Pittsburgh suburb of Fox Chapel, Pennsylvania, January 24, 1968, at seventy-six. He was at St. Paul's from 1906 until his graduation in 1910, and in his Sixth Form year was a member of the Isthmian football and hockey teams and of the Haleyon crew. From St. Paul's he went to Yale, graduating in the Class of 1913. Beginning his employment with the Farmers Savings Bank, in Pittsburgh, he later joined the Iron City Tool Works there, becoming president of the company in 1926 and continuing in that office until his retirement. He was a member of Calvary Episcopal Church, the Rolling Rock Club and the Fox Chapel and Pittsburgh Golf Clubs. Surviving at the time of his death were his wife, Frances Dalzell Hays (who has since died); two daugh-
ters, Mrs. Mary H. Off and Mrs. Susan H. Todd; a sister, Mrs. Grant Curry, and five grandchildren.

'14—Robert Teviot Livingston died in Ridgefield, Connecticut, January 7, 1968. Born July 7, 1896, in Indianapolis, he was the son of James Duane Livingston, '76, and Mabel C. Wright Livingston, and a brother of Mrs. Henry C. Kittredge and the late James D. Livingston, Jr., '09. After three years at St. Paul's, 1909-12, he studied naval architecture at Webb Academy and received a degree in mechanical engineering from Rensselaer Polytechnic Institute in 1917. He was an ensign in the Navy in World War I, in charge of naval engineering work in shipyards, and later served as engineer officer of the USS Princess Matoika on transport duty. In 1921, he joined the faculty of Columbia University in the department of industrial and management engineering. He was president of the Livingston Institute for Management, Research and Training and of an engineering consultant firm under his own name, both in New York City, and conducted management workshops and industrial research conferences. The Long Island Lighting Company and McGraw Hill Book Company were among many corporations which he had served. Parallel to this work went his career as professor at Columbia, finally ending with his retirement in 1965. Awards which he won for contributions in his field included the Galbraith Medal, Marquis Award and Richardson Trophy. He received the Freedom Fund Award for his monograph, "An Inventory of the American Way," and was author of a number of books on industrial and management engineering. Surviving are his wife, the former Geraldine Hull Gray; two sons, Robert Gerald and Peter Robert Livingston; three grandchildren, and a sister, Gertrude L. Kittredge.

'16—Preston Moore died in Honolulu, Hawaii, December 23, 1967. He was born July 5, 1897, the son of Clarence Moore, a prominent sportsman of Washington, D. C. A year and a half after he entered St. Paul's in the fall of 1910, his father went down in the sinking of the liner Titanic. Preston was Isthmian quarterback in the fall of 1914, his Fifth Form year, but he left the School at the end of that year without graduating. He studied at Harvard for a year; then served as a volunteer ambulance driver in France in the latter part of World War I. After the war, and until 1929, he had his own business in New York, importing and selling French perfumes. For this, as for his service in France, his fluent French was a great asset. After the crash of 1929 had wiped out his business, he moved to Tahiti and became associated with a local insurance agency, ultimately forming and building up his own firm, the Preston Moore Insurance Company, in Papeete, representing Cie. D'Assurances Generales of Paris, the Board of Underwriters of New York and Lloyd's of London. He is survived by his wife, the former Madeleine Guilbert, whom he met and married in Papeete in 1937.

'17—Julian Broome Livingston Allen, long a notable figure in American banking circles abroad, died in Paris, October 22, 1967. He was the son of Frederick Hobbes and Adele Stevens Allen, and was born in Pelham Manor, New York, April 8, 1900. In 1915, at the end of his Fourth Form year, he left St. Paul's to enlist in the American Field Service, and was wounded while driving an ambulance on the French front. He returned for a visit to the School the following year and spoke to the boys about his experiences and his belief in the necessity of American intervention in the war. In 1917 he enlisted in the British army, was wounded at Verdun and a year later was commissioned a second lieutenant in the Coldstream Guards. After the war he organized and opened the Paris office of the Bankers Trust Company, remaining with that firm until 1933, when he joined Morgan et Cie. in Paris. In 1945 he was named a vice-president of the latter firm, rising to be executive vice-president in 1952 and president in 1955. Soon after 1959, when his firm became the Paris branch of the Morgan Guaranty Trust Company of New York, he was made vice-president with responsibility for all of the bank's offices in Europe. Since retirement in 1965, he had been president and European representative of the securities firm of Clark, Dodge & Company, Inc. He rose to colonel in the Army Air Forces during World War II, serving as special intelligence officer for General Carl Spaatz, commanding officer of U.S. Army strategic air forces in Europe and the Pacific. His military decorations included the Croix de
Guerre from both world wars, the Legion of Merit and the Order of the British Empire. At the time of his death he was treasurer of the American Hospital, president of the Lafayette Escadrille Foundation, honorary president of the American Field Service and president of the Travellers Club—all in Paris. He had also taken an active part in the French Fulbright Scholarship program and was a member of clubs in New York and London. An enthusiastic horseback rider, in recent years he took pleasure in driving a four-wheeled carriage, or “break”, behind a pair of old gray mares, on weekends and holidays in Normandy. He is survived by his wife, the former Alice Harding Pell; a son, Frederick H. S. Allen, ’39; a daughter, Mary Elizabeth, the Countess de Lyrot, and one grandson.

'17—Charles Austin Sherman, Jr. died in Los Angeles, California, December 13, 1967. Born in Brooklyn, New York, the son of Charles Austin and Leila Willes Sherman, he attended St. Paul’s from 1911 to 1914. He entered Yale in 1917 with the Class of 1921, but resigned in order to work overseas with the American Red Cross, serving as a civilian lieutenant in the ambulance service in Italy, and being decorated by the Italian Government at the end of the war. After the war he studied for a year at Princeton. Beginning in 1934, and for a number of years, he lived in Hollywood, California, where he was a radio script writer, and later he was a field representative for the American Federation of Television & Radio Artists. He entered the real estate business in Ventura, California, in 1959, but this career was cut short by the onset of glaucoma. After retirement, living quietly with his wife, the former Dorothy Case, in Los Angeles, he found his greatest interest in recording books for the use of blind students. He is survived by his wife; a son by an earlier marriage, Charles A. Sherman, and a sister, Leila Sherman.

'18—John Hendee Bradin died in Hartford, Connecticut, November 6, 1967. An investment broker, associated with Cooley & Company of Hartford for many years, he had earlier taught high school Latin for a time, in Florida and Massachusetts public schools. He was born in Hartford, November 13, 1898, the son of the Rev. James W. and Hetta Hendee Bradin, and attended St. Paul’s for two years, completing his secondary education at The Choate School and going on to become a member of the Yale Class of 1922. Surviving are his son, John H. Bradin, Jr. and a sister, Mrs. Sophie Krammer.

'24—Harry Carter Milholland, a retired TV engineer, died in Sarasota, Florida, January 12, 1968. The son of Harry C. Milholland, former president of the Pittsburgh Press, he was born in Pittsburgh in 1904, and came to St. Paul’s in 1918. In his Sixth Form year he served on the Council for two terms, was a frequent contributor of poetry to the Horae, a leader of the Rubber Band and Mandolin Club and vice-president of the Forestry Club. He graduated in 1924 and was a member of the Yale Class of 1928. Following retirement in 1957 as chief engineer of Station WABD-TV in New York City, he had lived in Sarasota. He was a former secretary and treasurer of the Society of Motion Picture and TV Engineers and was a member of clubs in New York and Sarasota. Surviving are his son, Harry C. Milholland, Jr. and two grandchildren.

'34—John Symonds Radway died in New York City, November 24, 1967, of a heart attack. He was born in Cincinnati, July 9, 1915, the son of the late Edward Mailler Radway and Charlotte Rowe Radway (now Mrs. Chase Davis). Both a student and an athlete, in his five years at St. Paul’s he took part in a wide range of activities. He was a member of the Council, a supervisor, and a councilor at the School Camp. He belonged to the Concordian, Cercle Francais and Dramatic Club, and in the Chapel was a crucifer and color bearer. For two years he played on the Delphian football team; for one, on the SPS and he was a member of both the Halycon and SPS crews in 1934. He graduated cum laude in June, 1934, going on to graduate with the same honor in the Harvard Class of 1938. He was also a graduate of the Harvard Business School. In World War II he served in the Pacific with the Fourth Marine Division in the initial landings on Roi and Saipan, was wounded on Saipan and received the Purple Heart and Silver Star. Since the war, he had been associated with the Globe Wernicke Company and with the Art Metal Company, of Cincinnati and New York, furniture manuf.
facturers, as manager of the company’s New York branch. He was a lover of the outdoor life, camping, sailing and tennis; a great reader and an admirer of the ballet; a devoted father and friend. Surviving, in addition to his mother, are a son, John Mailler Radway; a daughter, Diana Radway, and a sister, C. Frances Radway.

'35—Maynard Kane Drury died in Syracuse, New York, December 10, 1966, after a long illness. He was born June 9, 1916, the son of Walter Maynard and Mary Kane Drury, and came to St. Paul’s in the fall of 1930. His extra-curricular interests were diverse: Concordian, Chess Club, Pictorial and Scientific Association. He played on the Isthmian hockey team in 1934, the following year becoming its captain and a member of the SPS team. In 1931, 1932 and 1933 he was a member of the Isthmian track team. Upon graduation in 1935, he entered Massachusetts Institute of Technology in the Class of 1939 and earned his degree in business and chemical engineering. From then until 1960, he was with the American Smelting and Refining Company, first in Los Angeles, where he was assistant plant manager from 1942 to 1948, and then in New York City where he was concerned with by-product sales until 1960. During the latter period, he lived on Long Island and held community positions as president of the Community Chest of Glen Cove, as a director of the Nassau County Red Cross and as a member of the Locust Valley School Board. He was also co-owner of Dryad Kennels, breeding and raising Newfoundlands, including more than thirty champions. In 1960 he moved to Phelps, New York, and formed the Dryad Die Casting Corporation, fabricators of zinc and aluminum die castings, in the nearby town of Manchester, being president until his death. He was a former president of both the Newfoundland Club of America, Inc. and the Long Island Kennel Club and was an American Kennel Club licensed judge of Newfoundlands and Old English Sheep Dogs. Surviving are his wife, Katharine Fiske Drury; two sons, Walter and John Drury; three daughters, Mary, Esther and Carol Drury, and one grandchild.

'42—Francis Nathaniel Holmes Bishop died in New York City, January 26, 1968, after a long illness. The son of Francis C. Bishop, ’90, and Gertrude Pell Bishop, and brother of Robert O. Bishop, ’25, and James D. P. Bishop, ’28, he was born March 7, 1922. In four of his six years at St. Paul’s, he played on the Delphian baseball team, and added to that record in his Sixth Form year membership on the Delphian squash and hockey teams (being captain of the latter) and on the SPS hockey team. He was a councilor at the School Camp and a member of the executive committee of the Athletic Association. In 1942, he graduated into the heat of World War II and served with the First Cavalry Division for three years. He was a participant in the Los Negros and Leyte landings, being wounded in both, and in the Luzon campaign, and received the Silver Star for gallantry in action. He was discharged as a second lieutenant in October, 1945. On separation from service, he joined the Alexander Smith Carpet Company, in Yonkers, New York. For the past few years he had been with the Bard Parker Company, Danbury, Connecticut, manufacturers of surgical instruments, and was personnel director of the firm at the time of his death. Available at or near his home in Bedford, New York, were the sports of which he was fondest—duck hunting, tennis and riding. He belonged to the Goldens Bridge Hunt Club and for many years managed and played for the Bedford Bears hockey team. He was a great reader, particularly of Civil War history, and enjoyed listening to records of music of that period. Surviving, in addition to his two brothers, are his wife, the former Mary Jane Chambers; a son, Francis Bishop, Jr. and four daughters, Jane Hall, Cynthia Chambers, Priscilla Pell and Linda Townsend Bishop.

'49—Brian Richard Gray died in New York City, November 27, 1967, after a long illness. He was thirty-six years old. He attended school first in England; then came for five years to St. Paul’s, and later graduated from Yale. He went to work for Batten, Barton, Durstine & Osborn, Inc., New York advertising agency, in 1956, as a copy writer. He was made a copy group head in 1960 and became a copy supervisor and vice president in 1963. He was a member of the Yale Club of New York. Surviving are his wife, the former Ann M. Taylor, and his parents, Richard Gray and Mrs. Russell G. Colt.
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